THE RELATIONSHIP BETWEEN STUDENTS' METACOGNITIVE STRATEGY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT ISLAMIC SENIOR HIGH SCHOOL DINIYAH PUTERI PEKANBARU

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The thesis entitled *The Relationship Between Students' Metacognitive Strategy and Their Reading Comprehension In Descriptive Text at Islamic Senior High School Diniyah Puteri Pekanbaru* is written by Puji Anugrah Andini, SIN.11513200107. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRACT

Puji Anugrah Andini, (2019): **The Relationship Between Students' Metacogntive Strategy and Their Reading Comprehension In Descriptive Text at Islamic Senior High School Diniyah Puteri Pekanbaru.**

Based on the observation of researchers, the students of Madrasah Aliyah Diniyah Putri Pekanbaru experienced several phenomena in understanding the Metacognitive Strategy of these students. This can be seen when students are required to understand the readings given by the teacher, especially in descriptive texts, but they lack understanding of it. The purpose of this study is to look for the relationship between the Metacognitive Strategy of students and their reading comprehension in descriptive texts at Madrasah Aliyah Diniyah Puteri Pekanbaru. This research is in the form of correlation. The population and sample from this study were tenth grade at the Madrasah Aliyah Diniyah Puteri Pekanbaru. The sample in this study were 45 students taken using the Total Sampling technique. In collecting data, researchers used questionnaires and reading comprehension tests, then researchers processed the data using SPSS version 21. Based on data analysis, the results of research analysis showed that sig.t was 0,000 less than 0.05 (sig-t $\leq$ 0.05). It can be concluded that (alternative hypothesis) Ha is accepted. In other words, there is a significant relationship between students' Metacognitive Strategy and their reading comprehension in descriptive text at Madrasah Aliyah Diniyah Puteri Pekanbaru.

Keywords: Relationships, Metacognitive Strategy, Reading Comprehension.

ABSTRAK

Puji Anugrah Andini, (2019) :Hubungan antara *Strategi Metacognitif* Siswa dan Pemahaman Membaca Mereka dalam teks Deskriptif di Madrasah Aliyah Diniyah Puteri Pekanbaru.

Berdasarkan observasi peneliti, siswi Madrasah Aliyah Diniyah Puteri Pekanbaru mengalami beberapa fenomena dalam memahami Strategi Metakognitif siswi tersebut. Hal ini dapat dilihat ketika siswa diharuskan untuk memahami bacaan yang diberikan oleh guru terutama dalam teks deskriptif, tetapi mereka kurang paham akan hal itu. Tujuan dari penelitian ini yaitu untuk mencari hubungan antara Strategi Metakognitif siswi dan kemampuan membaca mereka dalam teks deskriptif pada siswi di Madrasah Aliyah Diniyah Puteri Pekanbaru . Penelitian ini berbentuk korelasi. Populasi dan sample dari penelitian ini adalah siswi kelas sepuluh di Madrasah Aliyah Diniyah Puteri Pekanbaru. Sample dalam penelitian ini adalah 45 siswi yang diambil menggunakan teknik *Total Sampling.* Dalam pengambilan data, peneliti menggunakan angket dan tes pemahaman membaca, kemudian peneliti mengolah data dengan menggunakan SPSS versi 21. Berdasarkan analysis data, hasil analysis penelitian menunjukkan bahwa sig.t adalah 0.000 lebih kecil dari 0.05 (sig-t $\leq$ 0.05). Bisa disimpulkan bahwa (alternative hypothesis) Ha diterima. Dengan kata lain, terdapat hubungan yang signifikan antara antara Strategi Metakognitif siswa dan kemampuan membaca mereka dalam teks deskriptif pada siswa Madrasah Aliyah Diniyah Puteri Pekanbaru.

Kata Kunci: Hubungan, Strategi Metakognitif, Kemampuan Membaca

ملخص

بوجي أنوجراه أنديني، (٢٠١٩): ارتباط بين استراتيجية وراء المعرفية لدى التلميذات وفهمهم القراءة في النصوص الوصفية في المدرسة الثانوية الإسلامية دينية بوتري بكنبارو.

بناءً على ملاحظة الباحثة، عاشت التلميذات في المدرسة الثانوية الإسلامية دينية بوتري بكنبارو العديد من الظواهر في فهم القراءة باستخدام استراتيجية وراء المعرفية لدى التلميذات. يمكن ملاحظة ذلك عندما تُطلب من التلميذات فهم القراءة التي قدمها المدرس، خاصة في النصوص الوصفية، لكنهم يفتقرون إلى فهمها. يهدف هذا البحث إلى معرفة ارتباط بين استراتيجية وراء المعرفية لدى التلميذات وفهمهم القراءة في النصوص الوصفية في المدرسة الثانوية الإسلامية دينية بوتري بكنبارو. هذا البحث بحث ارتباطي. مجتمع وعينة هذا البحث تلميذات الصف العاشر في المدرسة الثانوية الإسلامية دينية بوتري بكنبارو. عينته تم أخذ ٤٥ تلميذا باستخدام أسلوب أخذ العينة الكلية. في جمع البيانات، استخدمت الباحثة الاستبيان واختبار فهم القراءة، ثم قامت الباحثة بمعالجة البيانات باستخدام البرنامج الإحصائي للعلوم الإجتماعية الإصدار ٢١. بناءً على تحليل البيانات، أظهرت نتائج تحليل البحث أن سيج. t ٠,٠٠٠ أصغر من ٠,٠٥ (سيج. t < ٠,٠٥) فاستنتاج أن الفرضية البديلة مقبولة. بمعنى آخر، يوجد ارتباط كبير بين استراتيجية وراء المعرفية لدى التلميذات وفهمهم القراءة في النصوص الوصفية في المدرسة الثانوية الإسلامية دينية بوتري بكنبارو.

الكلمات الأساسية: ***الارتباط، استراتيجية وراء المعرفية، قدرة القراءة.***

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is a way to understand the meaning of the texts. Reading is one of the skills of English skills such as listening, writing and speaking. Reading is a complex process that involves not only reading the text but also stimulating the ability to comprehend it. In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize because the primary purpose of reading is to know the thought expressed in the printed material. In reading, the students need to comprehend the text. Reading comprehension is defined as the level of understanding a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language.

According to David Nunan (1989:33), Reading is not an invariant skill, that different types of reading skills correspond to the many different purposes we have for reading. It is an active process because the reading process is not only what they connect it to other information they already know. So this process called reading comprehension. It is the result of an interactive process between the reader and the text. Learners should have a good understanding of comprehending by reading a text. In general, the purpose of teaching reading comprehension is to increase the student's

skill in reading the material, know information and understand the content of the text.

According to Brown (2003:98), Comprehension is the active process of contracting of constructing the meaning of the texts, it involves assessing previous knowledge, understanding vocabulary, and concept, making an inference and linking ideas. Therefore, according to Ellen (2011:116), the students need a teacher to help them in comprehending the text. Teachers must provide explanations, modeling, guided practice, and application of any new method or strategy and teach students to use these comprehension strategies in flexibility in combination with others.

Based on the researcher's preliminary observation on February, 13th 2019 by interviewing English teacher, Islamic Senior High School Diniyah Puteri Pekanbaru uses Curriculum 13 as guidance in arranging lesson plans, including reading skills in English lesson. According to the English curriculum of Islamic Senior High School, teaching English at the first-year students is aimed to make the students able to comprehend four types of the text, such as recount texts, narrative texts, descriptive texts, and explanation texts. In this curriculum, the basic competence that should be acquired by the students at this level is to comprehend the purpose, generic structure and language features of those four type texts. It means that the students can understand and produce these texts. Also, descriptive text is one of the text types and that should be mastered by students. However, in reality, reading is a difficult skill in language especially the

students who are still difficult to comprehend the content of the reading text. Based on the information of English teacher in Islamic Senior High School Diniyah Puteri Pekanbaru, reading comprehension is taught there twice a week with duration time 90 (2 x 45) minutes for each meeting.

In teaching in English especially reading comprehension, usually, the teacher used some strategies and techniques to apply in their teaching. Then, students read the text either silently or loudly, and then students had to answer the question based on the texts. Furthermore, although those strategies and methods have been implemented by the teachers in teaching reading comprehension, the result of reading comprehension was still not enough. A great number of the students still got difficulties and problems in reading comprehension of Descriptive text. In this case, the students obtained low English scores or lower than passing grades. The passing grade of English score or The Minimum Criteria Achievement (MCA) is 75. In which, students are able to identifying generic structure, that are identification and description. Students are ablo to identifying language features, there are using simple present tense, action verb and adverb. So, it means that students in category of satification level. To make students interested in reading is not simple. It needs good cooperation between teachers and students in the process of learning. Many students were confused to identify general information, find specific information recognize textual meaning, references and still difficult to answer the question from the text in reading.

Based on the writer's observation and interview with one of the English teachers at the tenth-grade students at Islamic Senior High School Diniyah Puteri Pekanbaru, the writer found some problems faced by the students. It can be seen in the following phenomena :

1. Some of the students have low interest in reading the text.
2. Some of the students are still difficult to get the main idea in reading a text.
3. Some of the students are not able to recognize the generic structure of the reading text.
4. Some of the students are not able to make an inference from the reading text.
5. Some of the students have limited vocabularies.
6. Some of the students have a lack of fluency in reading a text.
7. Some of the students are still confused about doing reading a task.

The condition is not good for both teachers and students because if this condition continues to occur and then the learning objectives in reading comprehension cannot be achieved. Considering the reason above, the researcher is interested in implementing a strategy of reading comprehension.

Many strategies can be used by the teachers in teaching reading comprehension. One of them is Metacognitive Strategies by Rebecca L. Oxford in her book the title is Language Learning Strategies: What Every

Teacher Should Know. Rebecca L. Oxford (1990:136), Metacognitive Strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their learning process. The strategies are aimed at improving students' reading comprehension. It helps students to increase in comprehend in the text while reading. Metacognitive strategies include three strategy sets, there are Centering in Learning, Planning in Learning and Evaluating in Learning. And also, Metacognitive strategy is According to Zhang Seepho (2013:55), Metacognitive strategy is as a high-level executive skill that utilizes the knowledge of cognitive processes and is an effort to organize their own learning through planning, monitoring and evaluation.

For the example, when the students have difficulties in understanding the reading text, by applying a metacognitive strategy to themselves when reading, the student can easily understand the text of the reading. Because, with students knowing the metacognitive strategy, they will know the way or steps for they will do when reading to understand more easily. Suppose reading a text, the students does not need to read all sentences to understand. They can use scanning, which is how to read quickly by paying attention to the important sentence sentence from the beginning of paragraph to the end. Or when the student is reading the text, the students can uses prior knowledge to facilitate the understanding of the related reading text. So, in applying metacognitive strategy in the teaching and learning process, specifically in the ability to read can help teachers to

students in achieving an understanding in reading. students can understand a reading when he can understand and apply metacognitive strategies in themselves. so, students' ability to read will be related if students have the ability to understand metacognitive strategies. however, students do not yet know clearly the metacognitive strategy in understanding a reading.

Based on the phenomena explained above, the writer concluded that metacognitive strategies are very important for students reading comprehension. Therefore, the writer initiates to research the title:

" The Relationship Between Students' Metacognitive Strategy And Their Reading Comprehension In Descriptive Text At Islamic Senior High School Diniyah Puteri Pekanbaru "

B. The Problem

1. Identification of the Problem

Based on the background of the problems explained above, it is clear that some of the students at Islamic Senior High School Diniyah Puteri Pekanbaru still get difficulties in English courses, especially in reading a text. To make it clear, the researcher identifies the problem as follow :

1) Why do some of the students have low interest in reading text?
2) Why do some of the students are still difficult to get the main idea in reading a text?
3) Why do some of the students are not able to recognize the generic structure of the reading text?
4) Why do some of the students are not able to make an inference from the reading text?
5) Why do some of the students have limited vocabularies?
6) Why do some of the students have a lack of fluency in reading a text?
7) Why do some of the students are still confused about doing reading a task?

2. Limitation of the Problem.

After identifying the problems stated above, it is clear that there are many problems in this research. Thus, the writer did not discuss all of the problems above and the writer only focused on the correlation between

metacognitive strategy and reading comprehension in the descriptive text of the tenth-grade students'.

3. Formulation of the Problem

Based on the problem depicted in the background of the problem, the research will identify as follows:

1) How are the students' metacognitive strategy at Islamic Senior High School Diniyah Puteri Pekanbaru?
2) How is the students' reading comprehension in Descriptive Text at Islamic Senior High School Diniyah Puteri Pekanbaru?
3) Is there a significant correlation between Students' Metacognitive Strategy and their reading comprehension in Descriptive Text at Islamic Senior High School Diniyah Puteri Pekanbaru?

C. The Objective and Significance of the Research

1. The objective of the Research

The objectives of this research are as follows:

1) To find out students' metacognitive strategy in reading comprehension in descriptive text. To find out about students' reading comprehension in descriptive text.
2) To find out whether there is or no correlation between students' metacognitive strategy and their reading comprehension in descriptive text.

2. The Significance of the Research

The significances of this research are as follows:

1) To give information for the students to increase their metacognitive strategies and motivate the students interested in reading.
2) Contribute some information to Islamic Senior High School Diniyah Puteri Pekanbaru about the correlation between students' metacognitive strategy and their reading comprehension in Descriptive text.
3) Besides, these research findings are also expected to be positive and valuable information, especially those who are concerned in the world of teaching and learning English as foreign or a second language.
4) Finally, these research findings are also expected to be practical and theoretical information to develop theories on language teaching and learning.

D. The Reason for Choosing the Title

There are some reasons why the researcher is interested in conducting this research. The reasons are as follows:

1) The researcher is interested to get depth knowledge of the topic.
2) The title of the research is relevant to the writer's status as a student of English Education Department.
3) The location of the research facilitates the writer to conduct the research.

E. The Definition of the Term

There are so many terms are involved in this research. To avoid misunderstanding in the terms used in this research, thus, the researcher defines all the terms in this research as follows;

a. Relationship

A relationship refers to the correspondence between two variables. To find a significant correlation between independent and dependent. The researcher uses correlational research. According to Gravetter & Forzano (2012:344), demonstrated that in the correlational research strategy, two or more variables are measured to obtain a set of scores (usually two scores) for each individual. The measurements are then examined to identify any patterns of relationship that exist between the variables and to measure the strength of the relationship.

b. Metacognitive Strategy

According to Zhang and Seepho (2013: 55), States the metacognitive strategy is self-monitoring and self-regulating activities that focussed on the process and the product of reading.

c. Reading Comprehension

According to Healy (2002:3), states that Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained. A reader reads not only to understand, to remember, and understanding but also to learn, to find out information, or to entertain. In this research, reading comprehension means the process of making meaning from text done by the writer to build an understanding from the text.

d. Descriptive Text

Descriptive Text is one of the text types from kinds of text type, According to Stanley (1988), mentions that description tells the appearance of things in the content, they are objects, people, or tell something can share as information. In other words, a particular person, place or thing is described in detail in this composition.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Framework

1. The Nature of Reading Comprehension

a. Definition of Reading

Reading is one of the language skills that play a significant role in teaching English in education and that it should be mastered by the students. Students need to paying more attention to this ability because students need good interaction with the text to get the meaning. Reading is the most useful and important skill for people according to Patel (2008), this skill is more important than speaking and writing as reading is not only a source of information and pleasant activity but also a method of consolidating and extending one's language knowledge.

In addition according to Nunan (2003), Reading is a fluent method in which readers integrate word recognition, intelligence and empathy with previous knowledge to grasp the transmitted text. Reading is a more complex process, not a reactive process, as is generally viewed because it needs creativity and thought to be involved. therefore, to be able to understand the contents of the reading needed logical thinking.

Reading is very important because of some reasons, such as reading helps you learn to think in English, being able to expand your English vocabulary, helping you improve your writing, being a good way to practice your English if you live in a non-English speaking country, helping you prepare to study in an English speaking country, and being a good way to learn new ideas, facts and experiences.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader will use his knowledge, skills, and strategies to understand what the text talks about. It means that the reader tries to recognize the words. He or she meets in print and finds the meaning of the written text. So, the reading brings a maximum understanding of the author's message. The skill of reading is often being linked to the concept of comprehension. Reading any written text is no use if students cannot comprehend what they read. Reading comprehension is building meaning out of a text which helps learners understand a written text.

The central focus in reading is the comprehension of literacy. Comprehension allows the author to retain the context throughout the interpretation of the message. According to Westwood (2001), Reading comprehension is one of the first moves in language learning. Reading Comprehension is more important because it will be difficult to read English as a foreign language without knowing the message. Also, according to Danny B and Timothy (2008), Understanding in

reading is the ability to take information from written text and do something with it in a way that shows knowledge or understanding of that information.

According to Butler (2002), Reading comprehension is described as the capacity of students to show an overall understanding of the document, presenting inferential and literal data, drawing conclusions, and engaging with their own experience. It implies a person needs to know the intent of reading itself in order to get the sense of what we are reading. Evaluation of understanding reading is a critical component of any national research effort aimed at improving our understanding of what understanding of reading is and how best to teach it.

Klingner (2007), claimed that reading comprehension is the method of constructing sense by integrating many complex processes like word comprehension, language and knowledge of the world, and fluency. Students must be able to understand the context of each term as well as the sense of the message. Reading comprehension is necessarily dependent on at least adequate reading of words: if readers can not identify (decode) the words in that text, they can not understand a whole text. Likewise, a good understanding of reading will depend on a better understanding of the language in general.

In fact, comprehension is the active process of creating context from the document, according to Vaughn and Thompson (2004), this includes reading previous knowledge, interpreting language and definitions, drawing inferences, and connecting key ideas. Comprehension can not be gained by rotary teaching, but involves a set of techniques affecting text learning. Reading comprehension involves applying one knowledge and experience to the text, setting goals for reading and ensuring that they are aligned with the text, using strategies and skills to build meaning during and after reading, adapting strategies that match the text and goals of the reader, recognizing the authors purpose, distinguishing between facts and opinions, and drawing logical conclusions.

b. The Levels of Reading Comprehension

There are three levels of reading comprehension according to Jack C. Richards (1997: 238), namely:

1) **Literal comprehension**

   Reading to understand, remember, or recall the information explicitly contained in a passage.

2) **Inferential comprehension**

   Reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition like finding the main idea, inferring referents, drawing the conclusion,

detecting the title of the text, detecting the purpose of the text, and making the prediction.

Critical or evaluative comprehension. The reading compares information in a passage with the reader's own knowledge and value. Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for the false statement by making the judgment. It means questioning, comparing, and evaluating.

c. The Components of Reading Comprehension

In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. To get success in teaching and learning reading the students must be able to comprehend the reading materials by mastering the components of reading. According to King and Stanley (2016:37), there are five components of reading, they are as follows:

1) Finding Main Idea

Recognition of the main idea of the paragraph is very important because it helps the readers not only understand the paragraph on the first reading but also helps you to remember the content later.

An efficient reader understands not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are superordinates while another is subordinate.

2) Finding the Detail Information

Detail information requires readers to scanning specific information. Scanning can be done by reading questions that give and find the content words-synonyms or the same words. The detail information is generally prepared for the students and the following questions of the reading are started

3) Finding the Meaning of Vocabulary In Context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying References

In English, as in another language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very

frequently pronoun, such as; it, she, he, they, this, etc.

5) Making Inference

The inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attention: draw logical inferences and make an accurate prediction. Prediction can be made by correctly interpreting the signs the writer gives.

d. The Importance of Reading Comprehension

Reading passage can be used for intensive study in the class, for introducing and consolidating structure and vocabulary, as a springboard for other classroom activities, to increase pupils' passive vocabulary and for pleasure. There are many reasons why getting students to read English texts is an important part of the teacher's job. According to Harmer (2007:100), Asserts reading English texts is an important part for the students who want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. It also has benefits for language acquisition, for the study of language elements such as vocabulary, pronunciation, grammar, punctuation, and the way of constructing sentences, paragraphs, and texts. Furthermore, the good reading text also useful for the students to introduce interesting topics, stimulate discussion, excite imaginative responses and provide

fascinating lessons.

Hence, it can be said that reading is very important for students to achieve their learning. In reading, comprehension has an influence on students to interpret the meanings or ideas stated in the text or passage. Without comprehending the text well, students will never know the content or message of the passage. In teaching-learning, teacher's guidance may also helpful for the students during reading class.

2. The Nature of Metacognitive Strategy

a. Metacognitive Strategy

Metacognitive is a term that was introduced by Flavell in 1976. The term metacognitive in English is expressed by metacognition which comes from two words strung together namely meta and cognition (cognition). Metacognitive is an aspect of critical thinking that includes the ability of students to develop systematic ways to solve problems and imagine and evaluate the productivity of thought processes. So it can be concluded that the understanding of metacognitive is the awareness or knowledge of students about the process and results of thinking (cognition), as well as the ability to control evaluating cognitive processes, to solve problems.

Metacognitive can be classified into high cognitive abilities because it contains elements of analysis, synthesis, and evaluation as

the forerunner to the development of inquiry and creativity. Therefore metacognitive activities are very important because they can train students to think higher and can plan, control, and reflect on all the thinking activities that have been carried out. In addition, students can know and realize their own weaknesses or strengths when facing learning. The use of metacognitive processes during learning, will help students to be able to obtain long-term learning in students' memory and understanding

Learning in applying metacognitive beliefs is believed to make learning more meaningful and deeper understanding of students. The metacognitive learning model can provide opportunities for students to think, plan, control, and reflect on all their thinking activities in learning. The application of the metacognitive learning model of this strategy, accustoms students to plan, control, and reflect on all the cognitive activities they have done so that they can increase students' metacognitive knowledge in solving a problem. The metacognitive learning model also has the potential to produce students who have high-level systematic competence beyond conventional learning, because every cognitive process is stimulated through the learning process accompanied by thinking activities in planning, monitoring and reflection on all cognitive processes that occur. Based on this, it can be trusted that the metacognitive learning model will produce

students who have higher level of metacognitive knowledge and systematic competency than students with conventional learning.

Definition of a Metacognitive Strategy It is very important to know and understand the term metacognition before defining what a metacognitive strategy is. Metacognition is often seen as a reflective part of teaching sessions. If practiced at all, there is usually at the end of the lesson, where children are asked to reflect on what they have learned, to verbally express how they are solving problems, to evaluate how difficult or easy they find work and to think about how they can overcome such problems in the future (Larkin, 2010: 6). The concept of metacognition includes thinking about the thought process, self-awareness, understanding and memory techniques and learning characteristics. Metacognition is also a concern. It considers one's thinking and examines the processing of information itself (Parsons et al, 2001: 422). This means that metacognition is the ability to understand and manipulate cognitive processes. Metacognition also refers to awareness in individual thinking about the learning process.

After knowing the definition of metacognition above, the researcher will explain the term metacognitive strategy. According to Zhang Sheepo (2013:55), Metacognitive strategy is as a high-level executive skill that utilizes the knowledge of cognitive processes and is an effort to organize their own learning through

planning, monitoring and evaluation. Then, while according to Ashman and Conway (in Senay, 2009: 1), defines that metacognitive strategies are related to how we think and learn. It includes three skills techniques such as: planning, monitoring and evaluation. Furthermore, Tavakoli (2014: 316), asserts that metacognitive strategies are considered as high-level executive skills that utilize cognitive process knowledge and constitute and attempt to organize their own learning by means of planning, monitoring, and evaluating.

Therefore, it can be established that metacognitive strategies are strategies for teaching students how to set goals and learn effectiveness. This is one of the learning strategies that is very important for students in the learning process.

b. Metacognitive Strategy in Reading

Metacognitive strategies are considered as very important strategies for the success of foreign language readers. There are several definitions of metacognitive reading strategies that are defined by several experts. Namely, According to Zhang (2013: 55), defining a metacognitive strategy in reading is a strategy designed to increase the reader's knowledge of awareness and control, to enhance their reading comprehension, and evaluate whether their efforts in understanding have been achieved. As such, metacognitive reading

strategies play an important role in achieving reader understanding in a reading text.

Metacognitive strategy in reading also help students to regulate or monitor cognitive strategies (Ahmadi et al., 2013: 236). Whereas, cognitive strategies themselves include direct interaction with tasks and help facilitate understanding, act directly on incoming information, manipulate it in ways that enhance learning. Meanwhile, Tavakoli (2014: 316), also defines a metacognitive reading strategy that is self-monitoring and self-regulating activities, with a focus on reading processes and products. This includes the reader's perception of whether they can understand what they are reading or not in a reading text.

Metacognitive plays an important role in reading. There seems to be a strong relationship between the reading strategy used by the reader, metacognitive awareness, and reading ability. In essence, successful readers seem to use more strategies than less successful ones and also seem to use them more often. Metacognitive strategies are associated with knowledge about learning. This means that students learn how to learn with metacognitive strategies. With the help of this language learning strategy, students are involved in thinking about the learning process as they plan, monitor and evaluate their own learning, just like the initial assignment activities (Holden, 2004: 259).

Looking at some of the definitions above, it can be summarized that the metacognitive strategy in reading is one of the strategies designed to facilitate the reader's knowledge to understand the text and achieve their reading comprehension.

Zhang and Seepho (2013:57), states that metacognitive strategies have three important categories or Indicators. There are explained as follows:

1. Planning

   Planning is a skill that involves choosing the right strategy and allocation of resources that affect performance. For example, making predictions before reading, strategizing, and allocating time or attention selectively before starting a task. In addition, planning is a thought process and organizing activities needed to achieve the desired goals. This means that planning is a fundamental property of intelligent behavior to achieve certain goals and in Planning have several sub-categories, namely:

   a. Advance Organizer.

      Determine the nature of the reading assignment, Set one's reading goals and Plan the purpose of reading sub-assignments.

   b. Organizational Planning.

      Plan the contents of each task, the parts of a particular reading assignment, Plan strategies for completing tasks and Describe previous knowledge related to reading assignments.

c. Selective attention.

Focus on specific tasks by sorting strategies to complete the task Choose a reading strategy that is appropriate for a particular task.

d. Self management.

Apply one or more specific reading strategies that are relevant to specific tasks. Adjust reading strategies to achieve goals.

2. Monitoring.

Monitoring is a strategy that makes information analysis as a project progresses. The purpose of monitoring is to increase the efficiency and effectiveness of the project or organization. This facilitates work on track and helps management to find out when there are problems. If this skill is carried out correctly, it is an invaluable tool for better control and care for reading and requires a useful basis for evaluation.

Monitoring helps students to determine whether resources are adequate and are being used well. Thus, monitoring also refers to personal awareness of the understanding and performance of texts. It also includes the ability to exercise periodic self-control while reading. monitoring has several sub-categories, namely:

a. Comprehension Monitoring.

Check someone's understanding, accuracy, and suitability of the overall reading task / process and Check one's ability and difficulty in each reading assignment.

b. Production Monitoring.

Check whether reading strategies learned from the class can solve comprehension problems and Track selected reading strategies and adopt alternatives when not working.

3. Evaluating.

This is an assessment of the conclusions and process of individual learning arrangements. Evaluation is a comparison of the actual project's impact with the agreed strategic plan. In the learning process, it can be seen from what students are determined to do, on what students have achieved and how they have achieved. The form of evaluation can be in the form of summative and formative tests. in evaluating it has sub-categories, namely:

a. Self-assessment.

Make an assessment of whether someone is successful in reading goals.

b. Self evaluation.

It means, evaluate how well someone learns to read Evaluate the use of reading strategies.

c. Self reflection.

Reflect on your own problems whether he needs to go back through the reading process for better understanding.

3. Descriptive Text

In learning English there are many types of text. One of them is a text of descriptive According to Pardiyono (2016:19), descriptive text is a text that clearly describes the image to the user with the purpose of providing details about an object. In addition, according to Faisal and Suwandita (2013:242), descriptive text refers to representation of something or someone that consists of sensory information characteristics and provides the reader with a picture. Descriptive Text is one of the styles of text from form of text, according to Stanley (1988), mentions the definition says the presence of items in the material, they are artifacts, people or tell something can share as information. In other words, a particular person, place or thing is described in detail in this composition.

From the above description, it can be inferred that descriptive text is a text to explain a great deal the author, the object, the location, and the case, and describe all that the writer sees in detail. According to Pardiyono (2016:20), there are two components of the general form of the descriptive text:

1. Identification; Introducing about the subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

2. Description; describing the phenomenon in parts, qualities, characteristics, condition, and part build the detailed description of object and subject.

Knapp and Watkins (Masitoh and Suprijadi, 2015:41), report that the concise document has several grammar features as follows.

a. In descriptive text, the present tense is predominantly used.
b. Although present tense may be used in literary description, it is past tense that tend to dominate.
c. Relation verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
d. Action verbs are used when describing behaviors/users.
e. Mental verbs are used when describing in literary description.
f. Adjective are used to add extra information to nouns and may be technical, every day, or literary, depending on the text.
g. Personal and literary description generally deal with individual things.

Rugayamanan (2012), states that there are some of the language features of descriptive text as guide to know the characteristic of this text are:

a. Using Simple Present Tense.

b. Using action verb.

c. Using adverb.

It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail and to give information for the reader.

4. The Relationship Between Metacognitive Strategy and Their Reading Comprehension

According to Barnett (1988), an investigation concerning second language reading on French language understudies, and the outcomes demonstrated that the expert readers indicated more familiarity with their utilization of metacognitive reading strategy in reading and understanding contrasted with the less capable readers. It implies that understudies' capacity in reading perception tends to have an association with a metacognitive strategy which can be seen from the outcomes. Since, if understudies have nervousness levels and are so befuddled in utilizing a metacognitive strategy it will bring about a low comprehension of reading a book.

Furthermore, Wen (2003), in his exploration tells that additionally shown that the greater part of the cognizance exercises of successful readers occurred at the degree of metacognition. It implies that the degree of understudies in metacognitive will make

understudies in the capacity to peruse will expand increasingly full of feeling as he can utilize the capacity to read procedures to meet appreciation in reading. Hence, there is a solid connection between metacognitive systems in reading and understanding cognizance.

What's more, as per Wang et al. (2009), found that the individuals who had the option to utilize metacognitive strategy in reading were increasingly effective in their reading and learning programs. It implies that understudies who utilize metacognitive reading procedures get higher comprehension than the individuals who don't utilize metacognitive strategy in reading. Since the connection between the metacognitive system and the capacity to read it is identified with each other to deliver results from a more coefficient reading.

As indicated by Shih (1992), in Keshavarz and Assar states that utilizing reading strategy requires thought and practice in a substance approach. It appears when an understudy attempts to think with a control-based system, they increment their metacognitive command over the reading and considering process, so they can utilize these techniques in scholastic substance classes. Nonetheless, the understudies' metacognitive over reading in the understanding procedure, in any event, when they read writings of a similar scholastic substance, vary enormously from one understudy to another.

Metacognition assumes a significant job in reading. There have all the earmarks of being a solid connection between reading strategy utilized by readers, metacognitive procedures and understudies' understanding perception. In sense, effective readers seem to utilize a greater number of techniques than less fruitful ones and furthermore seem to utilize them all the more as often as possible.

5. Relevant Research

1. The first thesis is a correlation research design entitled "The Correlation Between Metacognitive Strategies To The Students' Reading Comprehension Of Eleventh Grade Students At Smk Pgri Kediri 2 Academic Year 2015/2016 " written by Nofiyantomi a students of Faculty of English Education, Universitas Nusantara Pgri Kediri . The present study is aimed at describing about the role of reading in academic field especially in SMK. Reading is an essential skill for SMK students to support their competence and it is also a part of English written test. However, the students still find some difficulties in reading. They may have learning strategies especially metacognitive strategies to overcome the problem but the students may not realize about it. Thus, the purpose of this study is to know whether or not there is a significant correlation between metacognitive strategies and students' reading comprehension of the eleventh grade students. The research design is quantitative research which is used to investigate the correlation

between metacognitive strategies and students' reading comprehension of the eleventh grade students of SMK PGRI 2 Kediri in academic year 2015/2016. The sample is chosen randomly. Finally, the sample is randomly that consist of 32 students from the different class. Data was collected by using two kinds of instruments, reading and questionnaires. Based on the result of this research, it is found that there is significant correlation between metacognitive strategies and reading comprehension in SMK PGRI 2 Kediri. It is also supported by the result of data which has been computed by the formula of Pearson Product Moment that the score is r (xy) 0,1678 Finally, the writer conclude that there is a significant correlation between metacognitive strategies and reading comprehension. Metacognitive strategies give significant influence for students reading comprehension. Besides that, the students' ability in comprehension become better by using this strategy.

2. The second thesis is a document correlation research design entitled "The Correlation Between Metacognitive Reading Strategy, Vocabulary Mastery And Students' Reading Comprehension On The Eighth Grade Students Of Mts N Surakarta 1 In The Academic Year Of 2016/2017" written by Nugroho , a students of English Education Study Program Faculty Of Tarbiyah State Islamic Institute Of Surakarta.. This research

discusses problem is focussed on the correlation between metacognitive reading strategy, vocabulary mastery and students' reading comprehension. Then, the objective of this study is to know the correlation between metacognitive reading strategy, vocabulary mastery and students' reading comprehension on the eighth grade students of MTs N Surakarta 1 in the academic year of 2016/2017. This is a quantitative research. The researcher used correlational research design. The research was conducted at MTs N Surakarta 1 started from April 21st until May 6th 2017. The population of this research is all the eighth grade students of MTs N Surakarta 1 in the academic year of 2016/2017. The sum of population is 305 students. The sample of test in this study is 85 students that consist of 8PK1, 8FD2 and 8A.The sampling technique that used is proportionate cluster random sampling. The techniques of collecting data used the tests and questionnair. The techniques of analyzing data used simple and multiple linear regression and pearson product moment formula. To test the hypothesis, the researcher used SPSS 20 for windows. The result of analysis shows that at the level of significance $\alpha = 0.05$ for N = 85 with the r-table (0.213). For the first hyphothesis, there is a positive correlation between metacognitive reading strategy (X1) and students' reading comprehension (Y). It is because r0btained(rx1y) is higher than rtable (0.836 > 0.213). The constribution of

students' metacognitive reading strategy toward reading comprehension is 69.8%. For the second hyphothesis, there is a positive correlation between vocabulary mastery (X2) and students' reading comprehension (Y). It is because r0btained(rx2y) is higher than rtable (0.639 > 0.213). The constribution of students' metacognitive reading strategy toward reading comprehension is 40.9%. Then, for the third hyphothesis, there is a positive correlation between metacognitive reading strategy (X1), vocabulary mastery (X2) and students' reading comprehension (Y). It is because F0btained(rx1,x2y) is higher than ftable (100.371> 3.11). The constribution of students' metacognitive reading strategy and vocabulary mastery toward students' reading comprehension is 71%. It means that 71% of students' reading comprehension is influenced by metacognitive reading strategy and vocabulary mastery, then the other is 39 % is influenced by other factors.

Both relevant studies above have different setting place and period for research. They have different amount of sample and population. The differences with my study are the setting place and time, method of my study is a case study, meanwhile the research designs above are a classroom action research and document analysis research.

6. Operational Concept

Operational Concept is the main element to avoid misinterpreting in a scientific study. It is operated in abstract form in the study and it should be interpreted into particular words in order to be easily measures. Regarding to Syafi'i (2017:110), he says that operational concepts are derived from related theoritical concepts on all of the variables that should be practically and empirically operated in academic writing-research paper. It is neccesary to clarify briefly the variables used in this research, they are :

1. Variable X is the Metacognitive Strategy, it is an independent variable.
2. Variable Y is the students' reading comprehension in descriptive text, it is dependent variable.

1. According to Zhang & Seepho (2013:57) metacognitive strategies consist of three strategy sets as categories:

a. Planning (Pre-reading)

1) Advance organization.

Students are able to determine the nature of the reading task, set one's reading goals and planning the objectives of reading sub-tasks.

2) Organizational Planning.

Students are able plan the content of each task, the parts of specific reading tasks, plan the strategies for completing the tasks and elaborate the prior knowledge connected with the reading tasks.

3) Selective attention

Students are able to focus on a specific task by sequencing the strategies to complete the tasks and select the appropriate reading strategies for the specific tasks.

4) Self- management.

Students are able to apply one or more specific reading strategies relevant to the specific task and adjust reading strategies for achieving goals.

b. Monitoring (While reading)

1) Comprehension Monitoring.

Students are able not only to check one's understanding, accuracy and appropriateness of the over-all reading task/process. But also, check one's own abilities and difficulties in each reading task

2) Producting Monitoring

Students are able to check whether the reading strategies learned from class can solve the comprehension problems and

trace the selected reading strategies and adopt alternatives when it is not working

c. Evaluating (Post reading)

1) Self-Assessment

Students are able to make an assessment of whether one succeeds in the reading goal.

2) Self-Evaluation

Students are able to Evaluate how well one learned to read and the reading strategy use.

3) Self-Regulation.

Students are able to reflect one's own problems whether he/she needs to go back through the reading process for a better understanding.

2. According to King and Stanley (2016:37), there are five components of reading comprehension, they are as follows:

a. The students are able to identify main idea.

b. The students are able to find factual information.

c. The students are able to locate the meaning of vocabulary in context.

d. The students are able to identify references.

e. The students are able to make inferences from reading text.

7. Assumptions and Hypothesis

1. Assumption

The assumption of this research is: if the students have good metacognitive strategies, of course their reading comprehension in descriptive text will be improved.

2. Hypothesis

H_o : there is no significant correlation between students' metacognitive strategies and their reading comprehension in descriptive text.

H_a : there is a significant correlation between students' metacognitive strategies and their reading comprehension in descriptive text.

CHAPTER III

RESEARCH METHOD

A. The Method of Research

In this study, the researcher used a correlation research design. According to Fraenkel, Wallen, and Hyun (2012:331), the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. The researcher used correlation research design to find out the correlation between two variables, explain, and interpret the result that may appear. The procedures were; first, the students‘ metacognitive strategies were identified by using questionnaire. Second, Reading test was used to find out the students‘ reading comprehension achievement. Third, the researcher found the correlation and influence between variables was analyzed through Statistical Package for Social and Science (SPSS) based on the results of the questionnaire and reading test. Last, explanation and interpretation of the results was discussed. The following is the research design:

Figure research design :

X : Students’ Metacognitive Strategy

Y : Students’ Reading Comprehension

B. The Location and Time of the Research

This research was conducted at Islamic Senior High School Diniyah Puteri Pekanbaru. It was located at KH. Ahmad Dahlan Street.. This research was conducted on September to October 2019.

C. The Subject and Object of the Research

1. Subject of the Research

The subject of this research was the second year students at Islamic Senior High School Diniyah Puteri Pekanbaru **.**

2. Object of the Research

The object of this research was the students' metacognitive strategy and their reading comprehension in descriptive text.

D. The Population and Sample of the Research

1. The Population of The Research

The target population of this research was the tenth grade students of Islamic Senior High School Diniyah Puteri Pekanbaru. The total number of population was 45 students consisted 2 class. The spesification of the population can be seen on the table below:

Table III. 1

The Total Population and Sample

No.	Class	Population
1	X IPA	24 Students
2.	X IPS	21 Student
Total		**45 Students**

2. The Sample of The Research

The population of this research was 45 students. The sample was partially taken from the entire object under study and is considered to represent the entire population (Notoatmojo, 2005). The sampling technique in this study is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2007). Reasons for taking total sampling because according to Sugiyono (2007), the total population of less than 100 entire populations was made into all research samples. The samples taken from this study were 45 People.

E. The Technique of The Research

To collect the data involved in this research, the writer used two techniques:

a. Questionnaire.

In order to get data of the students' metacognitive strategy, the writer was used a set of questionnaires and used Likert Scale questionnaires. According to Cohen (2007), a Likert scale named

after its deviser. Likert (1932), provides a range of responses to a given question or statement. The questionnaires consisted of 40 items in which there was 1 up to 5 scale. The questionnaires given to the students were to obtain their metacognitive strategies in reading comprehension in descriptive text.

First, according to Zhang and Seepho (2013:56), this questionnare used the Metacognitive Strategy Quistionnare (MSQ) was composed of three main sections asking about the metacognitive strategies that the students actually used to plan, monitor, and evaluate their reading processes. The categories with detailed description were adapted from Chamot and O'Malley's (1990)), classification which is widely accepted that it is comprehensive, detailed. However, this present study mainly focused on the metacognitive strategy in reading comprehension. Their classification is obviously far too general for its purpose. Thus modification was necessary.

In detail, the Metacogntive Strategy Quistionnare (MSQ), in this study measured three main categories of metacognitive strategies, namely planning, monitoring and evaluating and nine subcategories that the students employed in carrying out four reading tasks. Table 1 below illustrates the modified classification and the details are as follows:

a) The 6 items from the original version were modified into 4 for the Planning Strategy.

b) The Monitoring (while reading), Comprehension Monitoring and Production Monitoring were newly developed to replace the Self-monitoring strategy in the original classification; and

c) The Evaluating (post reading), Self-assessment, Self-evaluation and Self-reflection were developed, probing the depth of the metacognitive reading process.

Table III. 2

Blue Print of Questionnaire.

No.	Categories of Metacognitive	Metacognitive Strategy in reading comprehension	Number of Items
1	Planning (Pre-reading)	Advance organize	Items 1-4
		Organizational Planning	Items 5-8
		Selective Attention	Items 9-10
		Self-Management	Items 11-12
2.	Monitoring (While reading)	Comprehension Monitoring	Items 13-24
		Production Monitoring	Items 25-30
3.	Evaluating, (After reading)	Self-Assessment	Items 31-34
		Self-Evaluation	Items 35-37
		Self-Reflection	Items 38-40

Table III. 3

Criteria of Category Students' Metacognitive Strategy.

No.	Mean	Score	Categories
1.	≤ 2.4	≤ 48 %	**Low**
2	2.5 – 3.4	50 % – 68 %	**Medium**
3.	≥ 3.5	70% ≥	**High**

b. Test

Tests are assessment instruments that pose problems for students to solve. The writer gave a test to obtained the students' reading comprehension in descriptive text and consisted of 25 items. The test used was the objective test. The writer adopted a test of various sources from the Internet. The blue print of the reading comprehension test is as follows.

Table III.4
Blue Print of Multiple ChoiceTest

Question Indicators	Question Number
The students are able to identify main idea	1, 6, 11, 16, 21
The students are able to find factual information.	2, 7, 12, 17, 22
The students are able to locate the meaning of vocabulary in context.	3, 8, 13, 18, 23
The students are able to identify references.	4, 9, 14, 19, 24
The students are able to make inferences from reading text	5, 10, 15,20, 25

Table III.5
The Category of Students' Reading Comprehension

The Score Level Scale 1-100	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. Validity and Reability of The Intrumets

1. Validity

Gay (2012:160) mentioned four kinds of validity. They are content validity, criterion-related validity, construct validity, and consequential validity. In this research, the researcher was used construct validity to know the validity of questionnaire. According to Gay (2012:163), construct validity is the validity that determined the concept of instrument being measured.

To know whether the data is valid or not, the writer used construct validity and the data was calculated by SPSS 21.0 windows program. the writer was examined and noted differences between $r_{observed}$ and r_{table}. According to Siregar (2013), stated that the item of questionnaire is valid if the value of $r_{observed}$ is higher than r_{table} at significance level 5%.

To analyze the validity of metacognitive strategy quistionnaire as variable X, the researcher used Microsoft excel. How to determine the number of r-tables is to use the formula (df = n-2). It means, the number of sample is less 2. there were 45 students as the respondents, meaning that 45- 2 = 43.

Based on the try out result of the instrument validity to the 40 items, it showed that all the items were valid. It means that there were 40 items that could be used in this research. The following table was the result of the instrument validity.

Table III.6

The Analysis of Questionnaire Validity

Number Item	r_{item}	r_{table}	Result
1	0,473	0,287	Valid
2	0,403	0,287	Valid
3	0,489	0,287	Valid
4	0,424	0,287	Valid
5	0,310	0,287	Valid
6	0,372	0,287	Valid
7	0,343	0,287	Valid
8	0,396	0,287	Valid
9	0,365	0,287	Valid
10	0,373	0,287	Valid
11	0,391	0,287	Valid
12	0,306	0,287	Valid
13	0,409	0,287	Valid
14	0,407	0,287	Valid
15	0,428	0,287	Valid
16	0,370	0,287	Valid
17	0,413	0,287	Valid
18	0,419	0,287	Valid
19	0,363	0,287	Valid
20	0,390	0,287	Valid
21	0,441	0,287	Valid
22	0,400	0,287	Valid
23	0,504	0,287	Valid
24	0,424	0,287	Valid
25	0,428	0,287	Valid
26	0,349	0,287	Valid
27	0,409	0,287	Valid
28	0,301	0,287	Valid
29	0,295	0,287	Valid
30	0,323	0,287	Valid
31	0,339	0,287	Valid
32	0,321	0,287	Valid
33	0,352	0,287	Valid
34	0,413	0,287	Valid
35	0,373	0,287	Valid
36	0,361	0,287	Valid
37	0,295	0,287	Valid
38	0,409	0,287	Valid
39	0,446	0,287	Valid
40	0,337	0,287	Valid

Table III. 7

The Analysis of Multiple Choice Test Validity

Item Number	r_{item}	r_{-table}	Result
1	0.341	0.287	Valid
2	0.319	0.287	Valid
3	0.289	0.287	Valid
4	0.310	0.287	Valid
5	0.540	0.287	Valid
6	0.290	0.287	Valid
7	0.287	0.287	Valid
8	0.291	0.287	Valid
9	0.320	0.287	Valid
10	0.448	0.287	Valid
11	0.336	0.287	Valid
12	0.315	0.287	Valid
13	0.347	0.287	Valid
14	0.305	0.287	Valid
15	0.360	0.287	Valid
16	0.410	0.287	Valid
17	0.443	0.287	Valid
18	0.293	0.287	Valid
19	0.510	0.287	Valid
20	0.293	0.287	Valid
21	0.340	0.287	Valid
22	0.370	0.287	Valid
23	0.680	0.287	Valid
24	0.683	0.287	Valid
25	0.688	0.287	Valid

From the table above, the test items were valid. Because of the items were valid, the researcher used the questionnaire and tests to be examined to the sample of the research.

2. Reliability

Brown (2003), stated that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar result when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability was sometimes termed consistency. In addition, to deternine the level of reliability in this research, the researcher used the table of reliability level from (Cohen, Manion& marrison, 2007). The result can be seen from the table below:

Table III. 8
Level of Reliability,

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80-0.90	High Reliable
3	0.70-0.79	Marginally/Minimally
4	0.60-0.69	Unacceptably Low
5	<0.60	

(Cohen, Manion, &Morrison, 2007:506)

a. Reliability of Metacognitive Strategy Questionnaire

To obtain the reliability of the questionnaire given, the writer used SPSS 21.0 program to find out whether or not the questionnaire was reliable.

Case Processing Summary

		N	%
Cases	Valid	45	100,0
	Excluded[a]	0	,0
	Total	45	100,0

a. Listwise deletion based on all variables in the procedure.

Table III. 9

Cronbach's Alpha Table (Variable X)

Reliability Statistics

Cronbach's Alpha	N of Items
,849	40

From the table above, it can be seen that the value of cronbach's alpha is that 0.849. Then, the writer compared r_{11} to r_{table}. The r_{11} = 0.849 was higher than r_{table} at significance level of 5%, was 0.287 and at 1% level of significance was 0.242, where r_{table} (dk = N-1 = 43). It means that the items were reliable, where the value of internal consistency was 0.840 ≥ 0.80, so the reliability of questionnaire was very high reliable.

b. Reliability of Test

Case Processing Summary

		N	%
Cases	Valid	45	100,0
	Excluded[a]	0	,0
	Total	45	100,0

a. Listwise deletion based on all variables in the procedure.

Table III. 10

Cronbach's Alpha Table (Variable Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
,748	25

From the table above, it can be seen that the value of cronbach's alpha is that0.884. Then, the writer compared r_{11} to r_{table}. The r_{11} = 0.784 was higher than r_{table} at significance level of 5%, was 0.287 and at 1% level of significance was 0.242, where r_{table} (dk = N-1 = 43). It means that the items were reliable, where the value of internal consistency was 0.90 ≥ 0.784 ≥ 0.70, so the reliability of questionnaire was high reliable.

F. The Technique of Data Analysis

The independent variable (X) and dependent variable (Y) are the two variables correlated. In analyzing the data, the researcher chose the product moment relationship as the formula because the data of the two variables above are in interval form because the researcher used the score of questionnaire of variable X and score of variable Y. According to Hartono (2007), if the variables are connected in interval form and the spread of the data is normal distribution, so the suitable formula is product moment relationship. In analyzing the data of students' metacognitive strategy and their Reading comprehension, the researcher analyzed it statistically.

The students' metacognitive awareness which is symbolized by "X" is an independent variable, and the dependent variable is the students' reading comprehension of recount text which is symbolized by "Y". To find out whether there is correlation between students' metacognitive strategy and and their reading comprehension of recount text, the researcher used the Pearson Product Moment Correlation (Hatch and Farhady, 1982; Coolidge, 2000), Cited in Intan, Coolidge (2000) asserted that Pearson product moment correlation is used to measure the strength of a relationship between two variables.

For the technique of analyzing the data, the researcher applied a quantitative data. In quantitative data analysis, Creswell (2012:15) indicates that to analyze the data using mathematical procedures, called statistics to explain the result of the research. Therefore, to analyze the data the following formula used:

1. The formula to analyze the data of students' Metacognitive Strategy

$$P = \frac{F}{N} x\ 100\ \%$$

Where: P = Number of Percentage
F = Frequency
N = Number of Sample

2. The formula to analyze the data of students' Reading Comprehension.

$M = \frac{TS}{N}$ Where: M = Mean.

TS = Total Score

N = Number of Sample

3. The profile to analyze the data of both students' Metacognitive Strategy and Reading Comprehension.

In order to analyze the data, the researcher used Pearson Product Moment Correlation on SPSS 21 windows program. The researcher used the product moment correlation to determine and to find out the linear relationship between two parametric variables. Siregar (2013:261) indicated Ho is accepted if the significance 2-tailed value is bigger than α (sig-t > α). In this case, α value is 0.05.

Statistically the hypotheses are:

Ho is accepted if sig-t > α : there is no significant correlation between students' metacognitive strategy and their reading comprehension.

Ha is accepted if sig-t < α : there is a significant correlation between students' metacognitive strategy and their reading comprehension.

Then, to determine the level of correlation between two variables, the following category is use Sugiyono (2014:184).

Table III.11

The Interpretation of Correlation Coefficient

No	Coefficient Interval	Level of Correlation
1	0.00 to 0.199	Very Low
2	0.20 to 0.399	Low
3	0.40 to 0.599	Medium
4	0.60 to 0.799	Strong
5	0.80 to 1.00	Very Strong

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research was conducted to find out whether there is a significant correlation between Metacognitive Strategy and their Reading Comprehension at Islamic Senior high school Diniyah Puteri Pekanbaru or not. Based on the analysis of the data in previous chapter, the writer concluded that:

1. The mean score of students' Metacognitive Strategy at is Islamic Senior high school Diniyah Puteri Pekanbaru 67.517%. It is categorized **Medium**.
2. The mean score of students' Reading Comprehension at Islamic Senior high school Diniyah Puteri Pekanbaru is 75.38. It is categorized **Good**.
3. From the data analysis that analyzed by using Pearson Product Moment formula through SPSS 21.0, the result showed that sig r obtained value is 0.000 lower than alpha value (0.05). The value of $r_{obtained}$ is 0.718 > r_{table} is 0.287. In conclusion, there is a correlation between students' Metacognitive Strategy at Islamic Senior high school Diniyah Puteri Pekanbaru with categorized **Strong.**

B. SUGGESTION

Dealing with the conclusion of the research, the researcher would like to give some recommendations are presented as follows:

1. Recommendation for the teacher

The teacher should increase students' metacognitive strategy in teaching and learning process in all skills, especially reading comprehension by giving motivation or taking care of them. The teacher also should aware about their students' ability in reading, so they can know who is students that have less metacognitive strategy. So, the teacher can increase students' metacognitive strategy while learning.

2. Recommendation for the students

The students should know their capabilty in teaching and learning process. They should aware about themselve while learning. If they already aware, they can be more focus and concentration about their reading text.

3. Recommendation for the next researcher.

The next researcher may extend this research to investigate what other skills that may influence by metacognitive strategy or vice versa. Then, the next researcher may investigate what factors that can be influence between students' metacognitive strategy and reading comprehension.

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APPENDIX

APPENDIX 1

Research Letters

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama Mahasiswa : Puji Anugrah Ardiani
NIM : 11512200107
Hari / Tanggal Penelitian : Senin / 15 April 2019

URAIAN PERBAIKAN

- clearly about research time.
- Clear about planning.
- Reference Style. Revise.
- APA Style Writing format.
- Print Instrument.
- Problem is unclear
- Mention minimum learning achievement.
- Improve your Introduction. (with curriculum applied in the school)
- Grammatical error

Pekanbaru, 15 April 2019
Penguji II

Hasiman, M.Ed.TESOL

Zelly Nurriani, M.Pd.

Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki ... yang dibimbing

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Puji Anugrah Andini.
Nomor Induk Mahasiswa : 11513200107.
Hari/Tanggal Ujian : Senin, 15 April 2019.
Judul Proposal Ujian : The Relationships between Student's Metacognitive Strategy and Their Reading Comprehension in Descriptive Text at Islamic Senior High School Diniyah Puteri Pekanbaru
Proposal :

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Drs. H. Kalayo Hasibuan, M.Ed. TESOL	PENGUJI I		
Zilly Putriani M. Pd	PENGUJI II		

Mengetahui
Dekan
Wakil Dekan I

Dr. Alimuddin, M.Ag
NIP. 196609241995031002

Pekanbaru,.....
Peserta Ujian Proposal

Puji Anugrah Andini.
NIM. 11513200107.

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Yang dibimbing :
Seminar Usul Penelitian :
Penulisan Laporan Penelitian :
Pembimbing : CUT RAUDATUL MISKI, M.Pd
Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : PUJI ANUGRAH ANDINI
Nomor Induk Mahasiswa : 11513200107
Judul : BIMBINGAN PROPOSAL

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1 - Februari - 2019	- BAB I Revisi background, Phenomena of reading Identification, limitation		
9 - Maret - 2019	- BAB II Literature Review - BAB III		
15 Maret - 2019.	Approved		

Pekanbaru, 25 / Maret 2019
Pembimbing,

KEMENTERIAN AGAMA
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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Dosen Pembimbing : CUT RAUDHATUL MISKI, M.Pd
Judul Penelitian :
Judul Laporan Penelitian :
Nama Induk Pegawai (NIP) :
Nama Mahasiswa : PUJI ANUGRAH ANDINI
Nomor Induk Mahasiswa : 11513200107
Jenis Bimbingan : BIMBINGAN SKRIPSI

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
31 Juli 2019	Revisi Research Design (Bab III)		
12 Agustus 2019	Change Regearch design (bab III) Change Judul.		
29 Agustus 2019	Instrument		
2 Oktober 2019	Bab IV		
7 Oktober 2019	Bab V		
11 Oktober 2019	Acc to Join Munaqasyah		

Pekanbaru, 14 Okt 2019.
Pembimbing,

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Un.04/F.II.4/PP.00.9/15017/2019 Pekanbaru,14 Oktober 2019

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada
Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : PUJI ANUGRAH ANDINI
NIM : 11513200107
Jurusan : Pendidikan Bahasa Inggris
Judul : The Relationship Between Students' Metacognitive Strategy And Their Reading Comprehension In Descriptive Text At Islamic Senior High School Diniyah Puteri Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Nomor : Un.04/F.II.4/PP.00.9/1234/2019 Pekanbaru, 18 Januari 2019
Sifat : Biasa
Lampiran : -
Perihal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
MA DINIYAH PUTERI PEKANBARU
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: PUJI ANUGRAH ANDINI
NIM	: 11513200107
Semester/Tahun	: VII (Tujuh)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005

YAYASAN DINIYAH
MADRASAH ALIYAH DINIYAH PUTERI
AKREDITASI : A
NSM : 131.2.14.71.0001 NPSN : 10498813

Jl. KH. Ahmad Dahlan No. 100 Telp. (0761) 36741 HP. 0813 6559 4245
Email : madiniyahputeripekanbaru@gmail.com/Facebook : MA Diniyah Puteri Pekanbaru
Website : http;//www.yayasandiniyahputeri-pontrenpku.sch.id

Nomor : 03 / B2-AL/DP/IV/2019

Lampiran : Biasa

Perihal : *Izin melakukan Pra Riset*

Kepada Yth.

Dekan Fakultas Tarbiyah dan Keguruan

UIN Sultan Syarif Kasim Riau

Di Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Sehubungan dengan surat Bapak dengan nomor Un.04/F.II.4/PP.00.9/1234/2019 perihal izin melakukan Pra riset kepada Saudara :

Nama	: PUJI ANUGRAH ANDINI
NIM	: 11513200107
Semester/Tahun	: VII (Tujuh) 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Maka melalui surat ini kami menyatakan bersedia untuk memberikan izin melakukan Pra Riset di Madrasah Aliyah Diniyah Puteri Pekanbaru.

Demikian surat ini disampaikan, dan terimakasih.

Wassalam

Pekanbaru, 11 April 2019

Kepala MA Diniyah Puteri

KEMENTERIAN AGAMA MA MADRASAH ALIYAH DINIYAH PUTERI AKREDITASI A KOTA PEKANBARU

SUPRAPTO,S.Pd.I

NPK.3811670003075

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Nomor : Un.04/F.II/PP.00.9/9391/2019 Pekanbaru, 05 Juli 2019 M
Sifat : Biasa
Lampiran : 1 (Satu) Proposal
Perihal : *Mohon Izin Melakukan Riset*

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: PUJI ANUGRAH ANDINI
NIM	: 11513200107
Semester/Tahun	: VIII (Delapan)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE RELATIONSHIP BETWEEN STUDENTS' METACOGNITIVE STRATEGY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT ISLAMIC SENIOR HIGH SCHOOL DINIYAH PUTERI PEKANBARU ".

Lokasi Penelitian : MA Diniyah Puteri Pekanbaru
Waktu Penelitian : 3 Bulan (05 Juli 2019 s.d 05 Oktober 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag
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Tembusan :
Rektor UIN Suska Riau

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JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

REKOMENDASI PENELITIAN

Nomor : 071/BKBP-REKOM/2019/2264

232018

a. Dasar : Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/24109 tanggal 9 Juli 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

1. Nama : **PUJI ANUGRAH ANDINI**
2. NIM : 11513200107
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : DESA PASIR RINGGIT KEC. LIRIK-INDRAGIRI HULU
7. Judul : **THE RELATIONSHIP BETWEEN STUDENTS' METACOGNITIVE STRATEGY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT ISLAMIC SENIOR HIGH SCHOOL DINIYAH PUTERI PEKANBARU**
8. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 2 (bulan) terhitung mulai tanggal Rekomendasi ini dibuat.
3. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian, bersedia meninggalkan fhoto copy Kartu Tanda Pengenal.
4. Menyampaikan hasil Riset 1 (satu) rangkap kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru sesuai pasal 23 PERMENDAGRI No. 64 Tahun 2011.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 11 Juli 2019

a.n. KEPALA BADAN KESATUAN BANGSA
DAN POLITIK KOTA PEKANBARU
SEKRETARIS

H. MAISISCO, S.Sos, M.Si
NIP. 19710514 199403 1 007

Tembusan :
Sampaikan Kepada Yth :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
Jalan. Arifin Achmad Simpang Rambutan Nomor.1. Pekanbaru 28294
Telp. 0761 66513, 66504 ,61802 Faximile 66513
Email: tu.pekanbaru@yahoo.go.id

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْم

: B- 4567 /Kk.04.5/TL.00/07/2019 — 15 Juli 2019 M
: Biasa — 11 Zulkaedah 1440 H
: -
: **Rekomendasi Penelitian**

Kepada MA Diniyah Puteri Pekanbaru

Assalamu'alaikum Wr. Wb.

Memperhatikan maksud surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: 071/BKBP-REKOM/2019/2264, tanggal 11 Juli 2019, perihal seperti tersebut surat, akan datang menghadap Saudara :

PUJI ANUGRAH ANDINI
11513200107
: TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
: PENDIDIKAN BAHASA INGGRIS
: S1
: DESA PASIR RINGGIT KEC.LIRIK-INDRAGIRI HULU

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul :

"RELATIONSHIP BETWEEN STUDENTS' METACOGNITIVE STRATEGY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT ISLAMIC SENIOR HIGH SCHOOL DINIYAH PUTERI PEKANBARU ".

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiyah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Kepala,

Edwar S. Umar

Tembusan:
1. Kanwil Kementerian Agama Propinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
3. Yang bersangkutan.

YAYASAN DINIYAH
MADRASAH ALIYAH DINIYAH PUTERI
AKREDITASI : A

NSM : 131.2.14.71.0001 NPSN : 10498813

Jl. KH. Ahmad Dahlan No. 100 Telp. (0761) 36741 HP. 0813 6559 4245

Email : madiniyahputeripekanbaru@gmail.com/Facebook : MA Diniyah Puteri Pekanbaru

Website : http;//www.yayasandiniyahputeri-pontrenpku.sch.id

SURAT KETERANGAN

Nomor: 092 /B2-AL/DP/X/2019

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Diniyah Puteri Pekanbaru menerangkan bahwa :

Nama	: PUJI ANUGRAH ANDINI
NIM	: 11513200107
Fakultas	: TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Tenjang	: S1
Alamat	: DESA PASIR RINGGIT KEC.LIRIK INDRAGIRI HULU

telesai melaksanakan riset/penelitian di Madrasah Aliyah Diniyah Puteri Pekanbaru dengan

"THE RELATIONSHIP BETWEEN STUDENTS' METACOGNITIVE STRATEGY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT ISLAMIC SENIOR HIGH SCHOOL DINIYAH PUTERI PEKANBARU" yang dilaksanakan dari September s/d 4 Oktober 2019.

Demikian surat keterangan riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 11 Oktober 2019

Kepala,

KEMENTERIAN AGAMA MA MADRASAH ALIYAH DINIYAH PUTERI AKREDITASI A KOTA PEKANBARU

SUPRAPTO,S.Pd.I.,M.Pd

NIP. 19681211670003075

APPENDIX 2

Syllabus

Bahasa Inggris Umum

Satuan Pendidikan : MA Diniyah Puteri Pekanbaru
Kelas : X (Sepuluh)
Kompetensi Inti :

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) - Subjek Pronoun: *I, You, We, They, He, She, It* - Kata ganti possessive *my*, *your*, *his*, dsb.	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	- Kata tanya *Who*? *Which*? *How*? Dst. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapinya - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
	KI		
3.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)	• Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan - Ungkapan pernyataan niat yang sesuai, dengan modal*be going to*, *would like to* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niatyang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
4.3	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian)	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan,
4.4	Teks deskriptif		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite*, *very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (announcement) 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberitahuannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
teks khusus dalam bentuk pemberitahuan (announcement) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	- Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogative dalam s*imple past tense, present perfect tense*. - Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my,*	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam*simple past tense, past continuous*, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan	- Membaca, menyimak, dan menirukan lirik lagu secara lisan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
SMA/MA/SMK/MAK	karakter yang positif	- Menanyakan hal-hal yang tidak diketahui atau berbeda
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

Pekanbaru, Juli 2019

Mengetahui,
Kepala MA Diniyah Puteri Pekanbaru

Guru Mata Pelajaran

Suraya, M.Pd.
NIP. 19581167000307

APPENDIX 3

Students' score of Metacognitive Strategy Questionnaire Validity.

APPENDIX 4

Students' score of Reading Comprehension Try Out.

1	STUDENTS 1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2	STUDENTS 2	1	1	1	0	0	1	1	1	1	1	0	1	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3	STUDENTS 3	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	20	80
4	STUDENTS 4	1	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	84
5	STUDENTS 5	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	20	80
6	STUDENTS 6	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	23	92
7	STUDENTS 7	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	0	16	64
8	STUDENTS 8	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	19	76
9	STUDENTS 9	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	17	68
10	STUDENTS 10	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	22	88
11	STUDENTS 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	22	76
12	STUDENTS 12	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	16	64
13	STUDENTS 13	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	20	80
14	STUDENTS 14	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	18	72
15	STUDENTS 15	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	21	84
16	STUDENTS 16	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	21	84
17	STUDENTS 17	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	20	80
18	STUDENTS 18	1	1	0	0	0	1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	0	0	0	0	12	48
19	STUDENTS 19	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	18	72
20	STUDENTS 20	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	15	60
21	STUDENTS 21	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	20	80
22	STUDENTS 22	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	20	80
23	STUDENTS 23	0	0	1	1	0	1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	0	1	0	15	60
24	STUDENTS 24	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	19	76
25	STUDENTS 25	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	19	76
26	STUDENTS 26	1	1	1	1	1	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	18	72
27	STUDENTS 27	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	17	68
28	STUDENTS 28	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	1	18	72
29	STUDENTS 29	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	22	76
30	STUDENTS 30	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	1	1	0	1	0	15	60
31	STUDENTS 31	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	20	80
32	STUDENTS 32	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	19	76
33	STUDENTS 33	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	21	84
34	STUDENTS 34	1	1	1	0	1	0	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	15	60
35	STUDENTS 35	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	19	76
36	STUDENTS 36	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	22	76
37	STUDENTS 37	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	0	0	0	0	14	56
38	STUDENTS 38	0	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	18	72
39	STUDENTS 39	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	20	80
40	STUDENTS 40	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	0	0	13	52
41	STUDENTS 41	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	21	84
42	STUDENTS 42	1	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	0	0	0	14	56
43	STUDENTS 43	1	1	1	0	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	15	60
44	STUDENTS 44	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	17	68
45	STUDENTS 45	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	21	84
	r-item	0.341	0.319	0.289	0.310	0.540	0.290	0.287	0.291	0.320	0.448	0.336	0.315	0.347	0.305	0.360	0.410	0.443	0.293	0.510	0.293	0.340	0.370	0.680	0.683	0.688		
	r-table	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287	0.287		

APPENDIX 5

Students' score of Reading Comprehension Test.

																										TOTAL	SCORE	CATEGORY
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	16	64	Enough
3	STUDENTS 3	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	18	72	Good
4	STUDENTS 4	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	1	0	19	76	Good
5	STUDENTS 5	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	19	76	Good
6	STUDENTS 6	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	17	68	Good
7	STUDENTS 7	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	19	76	Good
8	STUDENTS 8	1	0	1	1	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19	76	Good
9	STUDENTS 9	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21	84	Very Good
10	STUDENTS 10	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	19	76	Good
11	STUDENTS 11	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	18	72	Good
12	STUDENTS 12	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	19	76	Good
13	STUDENTS 13	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	19	76	Good
14	STUDENTS 14	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	21	84	Very Good
15	STUDENTS 15	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	20	80	Very Good
16	STUDENTS 16	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	20	80	Very Good
17	STUDENTS 17	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	0	1	1	1	1	18	72	Good
18	STUDENTS 18	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	20	80	Very Good
19	STUDENTS 19	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	18	72	Good
20	STUDENTS 20	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	18	72	Good
21	STUDENTS 21	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	20	80	Very Good
22	STUDENTS 22	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	18	72	Good
23	STUDENTS 23	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	18	72	Good
24	STUDENTS 24	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	20	80	Very Good
25	STUDENTS 25	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	19	76	Good
26	STUDENTS 26	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0	1	1	1	1	1	19	76	Good
27	STUDENTS 27	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	21	84	Very Good
28	STUDENTS 28	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	1	0	0	1	1	1	17	68	Good
29	STUDENTS 29	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	20	80	Very Good
30	STUDENTS 30	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	16	64	Enough
31	STUDENTS 31	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	20	80	Very Good
32	STUDENTS 32	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	1	0	17	68	Good
33	STUDENTS 33	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	20	80	Very Good
34	STUDENTS 34	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	21	84	Very Good
35	STUDENTS 35	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	20	80	Very Good
36	STUDENTS 36	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	18	72	Good
37	STUDENTS 37	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	19	76	Good
38	STUDENTS 38	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	20	80	Very Good
39	STUDENTS 39	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	0	1	1	1	0	17	68	Good
40	STUDENTS 40	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	19	76	Good
41	STUDENTS 41	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	19	76	Good
42	STUDENTS 42	0	1	0	0	0	1	0	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	16	64	Enough
43	STUDENTS 43	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	20	80	Very Good
44	STUDENTS 44	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	1	18	72	Good
45	STUDENTS 45	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	20	80	VeryGood

APPENDIX 6

Students' score of Metacognitive Strategy Questionnaire Test.

1	STUDENTS 1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	120	3.00	60	Medium
2	STUDENTS 2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	120	3.00	60	Medium
3	STUDENTS 3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	64	Medium
4	STUDENTS 4	3	[illegible]	4	5	[illegible]	4	[illegible]	5	3	4	3	2	5	5	4	5	1	2	4	2	4	4	2	2	2	4	1	4	5	5	2	5	5	3	2	2	2	4	5	1	132	3.30	66	Medium
5	STUDENTS 5	3	5	4	3	2	5	1	5	2	5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	140	3.50	70	High
6	STUDENTS 6	2	1	3	3	4	2	2	4	1	3	2	[illegible]	3	3	4	5	4	3	3	5	5	4	4	3	3	3	5	2	4	3	3	3	5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Medium
7	STUDENTS 7	2	3	2	3	3	3	4	4	3	3	4	2	2	5	4	3	2	3	5	4	2	4	5	4	4	4	4	5	2	3	4	5	3	2	3	3	3	4	3	5	136	3.40	68	Medium
8	STUDENTS 8	2	2	3	3	3	4	3	2	3	4	3	5	3	3	4	4	3	4	3	2	1	4	3	2	5	2	3	4	3	4	5	4	3	3	5	4	5	3	2	4	132	3.20	66	Medium
9	STUDENTS 9	2	5	5	4	5	4	4	3	4	5	3	5	5	4	3	4	5	4	4	3	5	2	3	2	5	5	3	3	2	5	4	3	3	5	3	4	3	2	2	4	148	3.70	74	High
10	STUDENTS 10	3	2	3	3	2	3	4	3	5	4	2	3	3	4	4	3	3	4	4	5	4	2	2	4	4	4	3	4	3	4	4	4	2	2	2	4	4	5	4	4	136	3.40	68	Medium
11	STUDENTS 11	3	2	3	2	2	3	3	5	5	3	3	4	5	5	5	3	4	4	3	3	3	5	4	3	3	4	3	4	4	3	2	4	3	2	4	4	5	5	2	5	142	3.55	71	High
12	STUDENTS 12	3	3	2	2	3	2	2	1	1	3	3	3	3	5	4	4	5	4	4	4	5	2	3	2	2	4	3	5	5	5	4	2	4	4	4	5	3	5	4	4	136	3.40	68	Medium
13	STUDENTS 13	4	3	2	3	1	3	3	4	4	3	3	3	5	5	5	3	5	5	3	4	3	4	4	3	3	3	3	3	3	4	3	3	3	4	3	4	3	4	3	4	138	3.45	69	Medium
14	STUDENTS 14	3	3	3	3	3	4	3	3	4	3	3	3	2	4	2	3	5	5	4	3	4	4	4	3	2	2	4	5	3	5	3	4	4	4	4	3	4	4	4	4	140	3.50	70	High
15	STUDENTS 15	3	4	4	3	5	5	3	3	3	3	3	3	4	3	5	3	4	2	3	5	1	2	2	4	5	3	4	4	4	2	2	4	3	4	3	5	5	5	4	3	140	3.50	70	High
16	STUDENTS 16	4	3	3	4	4	1	3	3	3	3	2	3	3	4	3	3	5	5	4	2	5	5	2	3	3	3	3	2	2	3	4	2	5	2	2	5	3	3	3	5	130	3.25	65	Medium
17	STUDENTS 17	4	4	4	4	3	3	2	4	4	3	2	2	4	2	3	3	4	3	4	5	3	4	3	3	3	3	3	3	4	4	5	4	5	4	3	4	4	3	4	4	140	3.50	70	High
18	STUDENTS 18	4	3	3	3	3	5	4	4	3	3	4	4	3	5	3	3	4	5	3	3	4	2	2	4	2	3	5	2	3	4	3	5	5	3	5	3	3	4	3	3	140	3.50	70	High
19	STUDENTS 19	4	3	4	4	4	2	2	2	3	2	4	3	4	3	3	5	2	4	1	2	2	3	1	4	4	5	3	2	3	4	3	4	3	5	5	4	3	3	3	5	130	3.25	65	Medium
20	STUDENTS 20	1	2	4	4	5	2	3	2	2	3	2	5	2	5	2	2	3	2	4	3	3	4	3	2	4	4	4	2	3	2	4	3	5	5	3	3	4	4	4	4	128	3.20	64	Medium
21	STUDENTS 21	3	4	4	3	3	3	5	4	3	3	3	3	3	3	4	4	4	4	4	3	4	5	5	4	3	5	4	5	5	4	4	5	5	4	3	3	4	3	3	4	152	3.80	76	High
22	STUDENTS 22	3	2	3	3	4	3	4	3	3	4	5	3	5	2	3	3	4	3	3	2	3	3	4	3	3	4	3	3	3	5	4	3	4	3	4	3	4	4	4	4	136	3.40	68	Medium
23	STUDENTS 23	5	3	3	3	3	5	3	3	3	3	3	3	3	5	4	3	3	3	3	5	4	3	3	3	4	4	3	3	3	3	4	4	3	3	3	3	4	3	4	3	136	3.40	68	Medium
24	STUDENTS 24	4	4	4	4	4	3	3	4	4	3	5	4	4	4	3	4	3	4	4	3	3	3	4	3	3	4	4	4	4	4	3	4	5	4	4	5	4	5	3	4	152	3.80	76	High
25	STUDENTS 25	3	3	3	4	4	4	3	3	3	4	4	4	2	2	3	4	3	3	2	3	3	2	2	3	3	3	4	3	3	3	3	3	4	3	3	3	2	4	5	5	128	3.20	64	Medium
26	STUDENTS 26	4	1	4	3	5	3	3	3	3	4	4	2	4	2	3	3	3	4	4	4	3	3	3	4	3	4	5	4	4	3	3	3	4	3	4	4	3	3	4	3	136	3.40	68	Medium
27	STUDENTS 27	4	3	4	3	3	5	3	4	4	3	5	4	4	3	4	4	3	3	3	3	3	3	3	3	3	4	5	3	4	4	4	4	3	4	4	3	2	3	3	3	140	3.50	70	High
28	STUDENTS 28	3	2	1	3	3	3	3	3	3	3	3	4	3	3	3	3	2	2	3	4	4	3	3	3	4	3	2	2	4	4	3	4	3	4	4	3	2	3	2	3	120	3.00	60	Medium
29	STUDENTS 29	3	5	5	3	3	5	3	3	3	3	4	3	4	4	3	3	3	3	5	3	3	4	3	5	4	5	5	4	3	3	5	4	3	4	5	3	2	4	4	4	148	3.70	74	High
30	STUDENTS 30	3	3	3	3	2	3	4	2	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	4	4	3	3	3	3	4	3	2	2	2	4	4	4	120	3.00	60	Medium
31	STUDENTS 31	5	5	3	3	5	5	3	3	2	5	3	5	5	3	4	4	5	3	4	4	4	4	3	4	5	3	4	3	3	4	3	4	4	4	4	4	3	4	4	5	156	3.90	78	High
32	STUDENTS 32	2	2	3	3	3	3	3	2	3	3	2	3	3	2	3	3	3	2	3	3	2	3	3	3	4	4	2	3	3	4	4	4	3	3	4	3	3	4	4	3	120	3.00	60	Medium
33	STUDENTS 33	4	5	3	3	3	3	4	3	2	3	3	4	5	5	3	3	3	3	3	3	3	3	3	4	4	3	2	3	4	4	3	4	3	3	4	4	4	3	4	3	136	3.40	68	Medium
34	STUDENTS 34	5	5	4	4	4	4	4	4	4	3	5	4	4	3	4	4	4	3	4	4	4	3	5	3	3	3	4	4	4	5	4	5	4	5	4	4	4	4	4	4	160	4.00	80	High
35	STUDENTS 35	3	5	3	2	3	3	4	3	3	3	3	4	3	5	3	4	5	5	3	3	5	2	3	3	5	5	4	3	3	3	3	3	3	4	3	3	3	5	4	3	140	3.50	70	High
36	STUDENTS 36	5	3	3	3	5	3	4	4	4	4	3	3	3	3	5	5	3	4	3	3	3	3	3	3	3	3	3	4	3	3	4	3	4	3	4	3	4	5	3	3	140	3.50	70	High
37	STUDENTS 37	1	4	4	3	3	3	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	124	3.10	62	Medium
38	STUDENTS 38	1	5	3	3	4	5	3	3	4	4	3	3	2	3	4	4	4	4	3	4	4	3	4	3	3	4	3	4	4	4	3	3	3	3	4	4	3	4	4	4	140	3.50	70	High
39	STUDENTS 39	3	3	2	4	3	3	3	3	4	5	3	3	5	3	3	4	3	3	3	3	3	3	3	3	3	4	3	4	3	4	4	3	3	4	3	3	3	3	3	4	132	3.30	66	Medium
40	STUDENTS 40	4	2	3	2	3	3	3	2	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	120	3.00	60	Medium
41	STUDENTS 41	3	4	3	3	3	4	2	4	2	3	3	3	3	3	2	2	3	4	2	3	3	2	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	120	3.00	60	Medium
42	STUDENTS 42	4	2	3	2	2	3	2	3	4	3	4	3	2	4	3	4	4	3	3	3	2	2	3	4	3	2	3	1	2	3	2	2	3	1	2	2	3	2	3	2	108	2.70	54	Medium
43	STUDENTS 43	5	3	4	4	5	3	5	4	3	4	3	4	3	4	3	4	3	5	3	3	4	3	5	3	4	3	4	3	4	4	4	3	3	4	4	4	4	4	3	3	148	3.70	74	Medium
44	STUDENTS 44	5	3	4	2	2	3	3	3	5	2	2	2	3	2	3	3	3	4	2	3	3	3	3	3	3	3	4	4	3	3	2	3	3	3	3	3	3	3	3	3	120	3.00	60	Medium
45	STUDENTS 45	4	3	5	3	5	4	4	3	3	3	3	4	4	4	3	3	3	5	5	3	5	3	5	5	4	3	3	5	5	5	4	5	4	5	3	5	4	3	3	3	156	3.90	78	Medium

APPENDIX 7

Questionnaire of Metacognitive Strategy

MENT OF STUDENTS' METACOGNITIVE STRATEGY QUESTIONNAIRE (MSQ)

FOR READING

Class :

29/8 2015

Instruksi :

Di bawah ini adalah beberapa pernyataan tentang membaca. Ketika Anda membaca teks, pikirkan tentang hal-hal apa yang Anda lakukan ***sebelum***, ***selama***, dan ***setelah*** membaca. Luangkan waktu untuk memeriksa setiap item dengan hati-hati dan centang respons dengan centang (√) pada nomor (**1,2,3,4,5**) dalam tabel berdasarkan pernyataan itu yang sesuai menggambarkan Anda.

Keterangan :

- **1 artinya "Saya tidak pernah atau hampir tidak pernah melakukan ini"**
- **2 artinya "Saya melakukan ini hanya sesekali." (kurang dari 50%)**
- **3 artinya "Saya terkadang melakukan ini." (Sekitar 50%)**
- **4 artinya "Saya biasanya melakukan ini" (lebih dari 50%)**
- **5 artinya "Saya selalu atau hampir melakukan ini"**

Pernyataan berikut memberi tahu apa yang Anda lakukan sebelum Anda membaca teks.

Saya mulai membaca teks descriptive, ...

Contents	1	2	3	4	5
Saya mempertimbangkan keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang diberikan.					
Saya meninjau kembali pengetahuan sebelumnya untuk mendapatkan ide umum.					
Saya melihat pratinjau pertanyaan atau instruksi, sehingga saya bisa mengerti apa yang harus dilakukan untuk menjawab pertanyaan.					
Saya mencoba memprediksi isi teks dari membaca judul.					
Saya bisa membuat daftar strategi membaca yang mungkin akan saya gunakan.					
Saya memindai teks terlebih dahulu dan berkonsentrasi pada apa yang akan saya baca.					
Saya membaca soal pertanyaan sebelum membaca teks.					
Saya membaca teks sebelum saya membaca soal pertanyaan .					

Saya menentukan poin-poin utama yang akan saya perhatikan, seperti judul dan sub-judul, kalimat topik, dan struktur teks.					
Saya mengingat kembali kelemahan saya dalam pemahaman membaca dan mencoba memahami ketika membaca dimulai.					
Saya menemukan soal pertanyaan tugas di paragraf tertentu dari teks karena saya pikir itu lebih mudah.					
Saya berencana sebelum membaca karena saya pikir itu membantu.					

2. Pernyataan berikut memberi tahu apa yang Anda lakukan selama membaca teks.

membaca teks deskriptif...

Contents	1	2	3	4	5
Saya pertama kali membaca untuk ide-ide umum teks.					
Saya memberi perhatian selektif pada informasi yang diprediksi dan diperlukan dalam teks.					
Saya memverifikasi kesimpulan saya dari paragraf sebelumnya dan menebak apa yang akan terjadi pada paragraf berikutnya.					
Saya bisa menemukan cara untuk mengatasi masalah ketika saya menemukan kosa kata yang sulit.					
Saya akan berusaha untuk berkonsentrasi ketika saya membaca bahkan ketika ada banyak gangguan di sekitar saya.					
Saya bisa memfokuskan kembali konsentrasi saya saat membaca teks dan soal-soal dalam tugas yang saya baca walaupun saya menemukan hal yang sulit.					
Saya menggaris bawahi kalimat dan kata-kata yang sulit dan mencoba memahaminya.					
Saya melewatkan kata-kata atau kalimat yang tidak saya mengerti.					
Saya menerjemahkan kalimat demi kalimat sambil membaca.					
Saya fokus pada satu tujuan spesifik pada suatu waktu. Sebagai contoh, pertama-tama saya memusatkan perhatian pada gagasan umum teks. Selanjutnya, saya membaca kata kunci atau makna kalimat yang tersirat.					
Saya terus membaca bahkan saya mengalami kesulitan dan terus-menerus memeriksa pemahaman saya tentang teks.					
Saya mengatur kecepatan membaca saya sesuai dengan waktu dan panjang teks yang diberikan.					
Saya bisa menggunakan strategi membaca untuk membantu saya memahami teks dengan lebih baik.					
Saya mencari jawaban untuk pertanyaan soal-soal dalam tugas.					

Saya bisa memikirkan cara untuk menyelesaikan masalah membaca saya walaupun itu sangat sulit.					
Saya mempertimbangkan apakah saya memahami awal dan akhir teks dengan benar.					
Saya dapat memilih strategi membaca yang tepat untuk menyelesaikan masalah membaca langsung saya.					
Saya mengubah strategi atau cara jika mereka tidak bisa membantu saya dalam menyelesaikan tugas pemahaman bacaan.					

Pernyataan berikut memberi tahu apa yang Anda lakukan untuk membantu meningkatkan Anda setelah Anda membacanya.

membaca teks deskriptif...

Contents	1	2	3	4	5
Saya menyadari bahwa perhatian utama saya adalah datang dengan pemahaman yang lebih baik dengan menyelesaikan tugas.					
Saya memeriksa untuk melihat apakah strategi membaca saya bermanfaat untuk pemahaman teks.					
Saya senang berdiskusi dengan teman-teman sekelas saya untuk poin-poin sulit dan bertukar pengalaman membaca untuk mendapatkan metode membaca yang lebih efektif untuk mencapai tujuan saya.					
Saya menggunakan rancangan bacaan saya sendiri untuk menilai seberapa baik saya membaca.					
Saya merujuk pada tujuan membaca untuk mengevaluasi jika saya mencapainya.					
Saya menetapkan tujuan membaca yang lebih tinggi seperti level pemahaman untuk yang berikutnya berdasarkan apa saya yang paling berhasil saat ini dan apa yang saya pikir harus saya pertahankan atau di ubah					
Saya dapat menggunakan karakteristik pembaca yang baik sebagai kriteria untuk mengevaluasi bacaan saya sendiri.					
Saya menghabiskan waktu untuk memotivasi diri saya untuk meningkatkan bacaan meskipun saya menemukan bahwa saya melakukan pemahaman yang buruk.					
Saya menghabiskan waktu untuk merefleksi pemahaman bacaan saya.					
Saya mengingat dan merangkum strategi membaca untuk melihat apa yang mungkin saya simpan atau ubah untuk membuat perbaikan pada bacaan saya di lain waktu.					

APPENDIX 8

Test of Reading Comprehension

TEST OF READING COMPREHENSION IN DESCRIPTIVE TEXT

Name : **Class :**

- **Instruksi :**
  - **Tuliskan nama dan kelas Anda di lembar jawaban**
  - **Beri tanda silang (X) untuk jawaban yang Anda pilih**
  - **Pertanyaan ini terdiri dari 25 pertanyaan**
  - **Pertanyaan ini pilihan ganda**
  - **Pertanyaan ini digunakan untuk mengetahui pemahaman membaca siswa**
  - **Pilih satu jawaban yang Anda anggap benar berdasarkan pertanyaan**

Read the following text to answer questions number 1 to 5.

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the main ideof the text?
   A. Local craftsmen excel in arts such batiks
   B. It stretches from Mount Merapi to the Indian Ocean
   C. Yogyakarta is one of the foremost cultural centers of Java

D. Yogyakarta is a very lively city and a shopper's delight
E. Yogyakarta is commonly considered as the modern cultural.

2. We know from the second paragraph that ....
   A. Plane is the most convenient access to reach Yogyakarta
   B. Many local tourists prefer staying in Sosrowijayan Street
   C. Sosrowijayan is also known as shopping and culinary delight
   D. There are many convenient stores in the streets of Yogyakarta
   E. Malioboro Street is a crowded mainroad which is alive 24 hours

3. " ...spirit of **refinement**, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
   A. Settlement
   B. Development
   C. Improvement
   D. Involvement
   E. Engagement

4. "…**It** is a very lively city and a shopper's delight …" (paragraph 2)
   The underlined word refers to…
   A. Central Java
   B. Jakarta
   C. Madura
   D. Bali
   E. Yogyakarta

5. Which of the following can be inferred from the passage?
   A. The cultural and history of Yogyakarta
   B. Yogyakarta located in Java
   C. The key attraction of Yogyakarta is 'Kraton'
   D. The main road, Malioboro Street, is always crowded
   E. Yogyakarta still has traditional 'Becak' (rickshaw-style) transport.

Read the following text to answer questions number 6 to 10.

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roors constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

6. What is the main idea of the text?
   A. Tongkonan Design.
   B. The different roofs of Toraja Houses
   C. The interpretation towards the different design of the roof.
   D. The significance of Toraja house roof.
   E. Design houses of the Toraja is ingenious interpretations.

7. Which part of Tongkonan represent human's world?
   A. The roof.
   B. The middle of the building.
   C. The space under the floor.
   D. The inside of the house.
   E. The outside of the house.

8. "the highly distinctive roofs constructed by the Toraja have given to various **ingenious** interpretations." The underlined word is closest in meaning to ...
   A. Smart
   B. Specialist
   C. Diligent
   D. Skill
   E. Talented

9. "… and even today **they** bulid modern…" (paragraph 3)
   The underlined word refers to…
   A. Raja
   B. Rengnge
   C. Society
   D. Toraja people
   E. Mountain regions

10. What can be infer from the text above?
   A. The ethnic group of Toraja.
   B. Traditional House of Toraja.

C. Word Toraja.
D. The ordinary people os Makaka.
E. Design House of the Toraja is ingenious interpretations

Read the following text to answer questions number 11 to 15.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean. Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to truth. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are I still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera. Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen , through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

11. What is the main idea of the text ….

A. The islands in the world
B. The location of Indonesia
C. The continents of Asia and Australia
D. The Samudera Indonesia and Pacific Ocean
E. The Indonesian population

12. Based on the text, The Indonesia Archipelago consists of …. islands.

A. 1.904.345
B. 13.667
C. 5.120
D. 1.770
E. 500

13. "… **occurred** in the 1883 on the island of Krakatau …" (see paragraph 3) The underlined word has similar meaning with ….

A. Erupted
B. Was done
C. Happened
D. Took part
E. Built

14. "… **It** extends between two continents, …" (paragraph 1) The word 'It' refers to ….

A. The largest groups of islands
B. The Indonesian Archipelago
C. The islands in the world
D. The Samudera Indonesia
E. The Indonesian government's

15. What can be infer from the text above?
   A. Indonesia's motto offices Bhinneka tunggal Ika
   B. Indonesia is an archipelago that has a large population
   C. More than 60% of the population live on the island of Java.
   D. Indonesia located between Asia and Australia
   E. Sumatra is one of the islands in Indonesia

Read the following text to answer questions number 16 to 20.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world. Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie

de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

16. The Main idea tells about ...

A. The origin of the word Paris
B. About the Paris is the Capital of a European nations, France.
C. The location of Notre Dame
D. A village built a thousand years ago
E. An island in the middle of the Seine River

17. From the text we know that Notre Dame is located ….

A. Near left Louvre
B. On the left bank
C. On the right bank
D. Outside the city of Paris
E. In the middle of the Seine River

18. "… which was **built** in the sixteenth century …" (see paragraph 2) The underlined word has similar meaning with ….

A. Constructed
B. Destroyed
C. Appeared
D. Approached
E. Approved

19. "... **It** is where Notre Dame located, …" (the last paragraoh) The word 'It' refers to...

A. The Seine River
B. The Eifell Tower
C. The Sarbone
D. Museum The Louvre
E. lie de la Cite Island

20. It can be inferred from the passage that ....?

A. Paris is named after a group of people called the Parisii
B. Sorbonne, a famous university in the Paris
C. the most famous landmark in this city must be the Eiffel Tower.
D. Museum the Louvre as well the cathedral of Notre Dame
E. Paris is the most beautiful and most famous city in the world.

Read the following text to answer questions number 21 to 25.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

21. What is the Main ideas tell about..?
    A. Singapore
    B. Orchard Plantation
    C. Plaza and Mall
    D. Orchard road as business and entertainment center
    E. Shopping Center

22. In the third paragraph the writer describes about?
    A. The location of Orchard Road
    B. The things that we can see at orchard road
    C. The direction to get to Orchard Road
    D. The history of Orchard Road
    E. The distance of Orchard Road

23. The word "**satisfy**" in line eighth has the closet meaning with?
    A. Pleased
    B. Free
    C. Frighten
    D. Threat
    E. Loved

24. "It turned into a shopping center in Singapore" Words it in the first paragraph refers to?

A. The plantation
B. Luxury branded things
C. Orchard Road
D. Singapore
E. Suburban street

25. What can be infer from the text above?

A. Shopping centers such as mall and Plaza was built in 1974.
B. The shopping area which is nearly 800,000 square
C. Many ways that can be accessed to get to Orchard road
D. Orchard road is now a very crowded shopping center
E. The luxury branded things to the Popular branded,

Source :

Number 1-5 , 11-20 (https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html)

Number 6-10 (https://englishahkam.blogspot.com/2012/10/teks-report-toraja-soal-kunci-jawaban.html)

Number 20-21 (https://www.belajarbahasainggrisku.id/2015/01/contoh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban.html)

APPENDIX 9

Table r untuk df= 1-46

Tabel r untuk df = 1 - 46

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601

Diproduksi oleh: Junaidi (http://junaidichaniago.wordpress.com). 2010

APPENDIX 10

Blue Print

BLUE PRINT OF ASSESSING METACOGNITIVE STRATEGY QUESTIONNAIRE

Categories of Metacognitive	Metacognitive strategies in reading comprehension process	Number of items in the MSQ
Planning (Pre-reading)	Advance Organizer	Items 1–4
	Organizational Planning	Items 5–8
	Selective Attention	Items 9–10
	Self-Management	Items 11–12
Monitoring (While-reading)	Comprehension Monitoring	Items 13–24
	Production Monitoring	Items 25–30
Evaluating (Post-reading)	Self-Assessment	Items 31–34
	Self-Evaluation	Items 35–37
	Self-Reflection	Items 38–40

THE BLUE PRINT OF THE READING COMPREHENSION TEST

Question Indicators	Question Number
The students are able to identify main idea	1, 6, 11, 16, 21
The students are able to find factual information.	2, 7, 12, 17, 22
The students are able to locate the meaning of vocabulary in context.	3, 8, 13, 18, 23
The students are able to identify references.	4, 9, 14, 19, 24
The students are able to make inferences from reading text	5, 10, 15,20, 25

APPENDIX 11

The Key Answer of the Test

KEY ANSWER OF READING COMPREHENSION TEST

No.	Answer
1	C
2	C
3	C
4	E
5	A
6	A
7	B
8	E
9	D
10	E

No.	Answer
11	B
12	B
13	C
14	B
15	B
16	B
17	E
18	A
19	E
20.	E

No.	Answer
21	D
22	C
23	A
24	C
25	D

ASSESSMENT OF STUDENTS' METACOGNITIVE STRATEGY QUESTIONNAIRE (MSQ) FOR READING

Name : Nasya Ibrahim Class : X.IPS

Instruksi :

Di bawah ini adalah beberapa pernyataan tentang membaca. Ketika Anda membaca teks, pikirkan tentang hal-hal apa yang Anda lakukan ***sebelum***, ***selama***, dan ***setelah*** membaca. Luangkan waktu untuk memeriksa setiap item dengan hati-hati dan centang respons dengan mencentang (√) pada nomor (**1,2,3,4,5**) dalam tabel berdasarkan pernyataan itu yang sesuai menggambarkan Anda.

Keterangan :

- **1 artinya "Saya tidak pernah atau hampir tidak pernah melakukan ini"**
- **2 artinya "Saya melakukan ini hanya sesekali." (kurang dari 50%)**
- **3 artinya "Saya terkadang melakukan ini." (Sekitar 50%)**
- **4 artinya "Saya biasanya melakukan ini" (lebih dari 50%)**
- **5 artinya "Saya selalu atau hampir melakukan ini"**

I. Pernyataan berikut memberi tahu apa yang Anda lakukan sebelum Anda membaca teks.

Sebelum saya mulai membaca teks descriptive, ...

Contents	1	2	3	4	5
Saya mempertimbangkan keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang diberikan.	√				
Saya meninjau kembali pengetahuan sebelumnya untuk mendapatkan ide umum.			√		
Saya melihat pratinjau pertanyaan atau instruksi, sehingga saya bisa mengerti apa yang harus dilakukan untuk menjawab pertanyaan.	√				
Saya mencoba memprediksi isi teks dari membaca judul.	√				
Saya bisa membuat daftar strategi membaca yang mungkin akan saya gunakan.		√			
Saya memindai teks terlebih dahulu dan berkonsentrasi pada apa yang akan saya baca.					√
Saya membaca soal pertanyaan sebelum membaca teks.			√		
Saya membaca teks sebelum saya membaca soal pertanyaan .					√

Saya menentukan poin-poin utama yang akan saya perhatikan, seperti judul dan sub-judul, kalimat topik, dan struktur teks.			✓		
Saya mengingat kembali kelemahan saya dalam pemahaman membaca dan mencoba memahami ketika membaca dimulai.				✓	
Saya menemukan soal pertanyaan tugas di paragraf tertentu dari teks karena saya pikir itu lebih mudah.			✓		
Saya berencana sebelum membaca karena saya pikir itu membantu.	✓				

n: Pernyataan berikut memberi tahu apa yang Anda lakukan selama membaca teks.

membaca teks deskriptif...

Contents	1	2	3	4	5
Saya pertama kali membaca untuk ide-ide umum teks.			✓		
Saya memberi perhatian selektif pada informasi yang diprediksi dan diperlukan dalam teks.					✓
Saya memverifikasi kesimpulan saya dari paragraf sebelumnya dan menebak apa yang akan terjadi pada paragraf selanjutnya.					✓
Saya bisa menemukan cara untuk mengatasi masalah ketika saya menemukan kosa kata yang sulit.				✓	
Saya akan berusaha untuk berkonsentrasi ketika saya membaca bahkan ketika ada banyak gangguan di sekitar saya.			✓		
Saya bisa memfokuskan kembali konsentrasi saya saat membaca teks dan soal-soal dalam tugas yang saya baca walaupun saya menemukan hal yang sulit.		✓			
Saya menggaris bawahi kalimat dan kata-kata yang sulit dan mencoba memahaminya.				✓	
Saya melewatkan kata-kata atau kalimat yang tidak saya mengerti.				✓	
Saya menerjemahkan kalimat demi kalimat sambil membaca.				✓	
Saya fokus pada satu tujuan spesifik pada suatu waktu. Sebagai contoh, pertama-tama saya memusatkan perhatian pada gagasan umum teks. Selanjutnya, saya membaca kata kunci atau makna kalimat yang tersirat.			✓		
Saya terus membaca bahkan saya mengalami kesulitan dan terus-menerus memeriksa pemahaman saya tentang teks.		✓			
Saya mengatur kecepatan membaca saya sesuai dengan waktu dan panjang teks yang diberikan.		✓			
Saya bisa menggunakan strategi membaca untuk membantu saya memahami teks dengan lebih baik.		✓			
Saya mencari jawaban untuk pertanyaan soal-soal dalam tugas.		✓			

Saya bisa memikirkan cara untuk menyelesaikan masalah membaca saya walaupun itu sangat sulit.				✓	
Saya mempertimbangkan apakah saya memahami awal dan akhir teks dengan benar.		✓			
Saya dapat memilih strategi membaca yang tepat untuk menyelesaikan masalah membaca langsung saya.			✓		
Saya mengubah strategi atau cara jika mereka tidak bisa membantu saya dalam menyelesaikan tugas pemahaman bacaan.		✓			

Pernyataan berikut memberi tahu apa yang Anda lakukan untuk membantu meningkatkan **membaca** teks deskriptif...

Contents	1	2	3	4	5
Saya menyadari bahwa perhatian utama saya adalah datang dengan pemahaman yang lebih baik dengan menyelesaikan					✓
Saya memeriksa untuk melihat apakah strategi membaca saya bermanfaat untuk pemahaman teks.			✓		
Saya senang berdiskusi dengan teman-teman sekelas saya untuk poin-poin sulit dan bertukar pengalaman membaca untuk mendapatkan metode membaca yang lebih efektif untuk mencapai tujuan saya.				✓	
Saya menggunakan rancangan bacaan saya sendiri untuk menilai seberapa baik saya membaca.			✓		
Saya merujuk pada tujuan membaca untuk mengevaluasi jika saya mencapainya.			✓		
Saya menetapkan tujuan membaca yang lebih tinggi seperti level pemahaman untuk yang berikutnya berdasarkan apa saya yang sudah berhasil saat ini dan apa yang saya pikir harus saya pertahankan atau di ubah			✓		
Saya dapat menggunakan karakteristik pembaca yang baik sebagai kriteria untuk mengevaluasi bacaan saya sendiri.				✓	
Saya menghabiskan waktu untuk memotivasi diri saya untuk meningkatkan bacaan meskipun saya menemukan bahwa saya melakukan pemahaman yang buruk.				✓	
Saya menghabiskan waktu untuk merefleksi pemahaman bacaan saya.		✓			
Saya mengingat dan merangkum strategi membaca untuk melihat apa yang mungkin saya simpan atau ubah untuk membuat perbaikan pada bacaan saya di lain waktu.		✓			

SMENT OF STUDENTS' METACOGNITIVE STRATEGY QUESTIONNAIRE (MSQ)

FOR READING

Class : X-IPS

adalah beberapa pernyataan tentang membaca. Ketika Anda membaca teks, hal-hal apa yang Anda lakukan ***sebelum***, ***selama***, dan ***setelah*** membaca. waktu untuk memeriksa setiap item dengan hati-hati dan centang respons dengan pada nomor (**1,2,3,4,5**) dalam tabel berdasarkan pernyataan itu yang sesuai Anda.

"Saya tidak pernah atau hampir tidak pernah melakukan ini"

"Saya melakukan ini hanya sesekali." (kurang dari 50%)

"Saya terkadang melakukan ini." (Sekitar 50%)

"Saya biasanya melakukan ini" (lebih dari 50%)

"Saya selalu atau hampir melakukan ini"

berikut memberi tahu apa yang Anda lakukan sebelum Anda membaca teks.

membaca teks descriptive, ...

Contents	1	2	3	4	5
mempertimbangkan keberhasilan sebelumnya dengan yang sama dan mengidentifikasi tujuan dari tugas yang	✓				
menyajikan kembali pengetahuan sebelumnya untuk dapatkan ide umum.	✓				
melihat pratinjau pertanyaan atau instruksi, sehingga saya mengerti apa yang harus dilakukan untuk menjawab			✓		
mencoba memprediksi isi teks dari membaca judul.					✓
bisa membuat daftar strategi membaca yang mungkin akan gunakan.		✓			
memindai teks terlebih dahulu dan berkonsentrasi pada apa akan saya baca.					✓
membaca soal pertanyaan sebelum membaca teks.			✓		
membaca teks sebelum saya membaca soal pertanyaan .					✓

ya menentukan poin-poin utama yang akan saya rhatikan seperti judul dan sub-judul, kalimat topik, dan uktur teks.			✓		
ya mengingat kembali kelemahan saya dalam pemahaman embaca dan mencoba memahami ketika membaca dimulai.				✓	
ya menemukan sub pertanyaan tugas di paragraf tertentu dari ks karena saya pikir itu lebih mudah.			✓		
ya berencana sebelum membaca karena saya pikir itu embantu	✓				

Pernyataan berikut memberi tahu apa yang Anda lakukan selama membaca teks.

baca teks secara...

Contents	1	2	3	4	5
ya pertama akan membaca untuk ide-ide umum teks.			✓		
ya mencari perhatian selektif pada informasi yang prediksi akan dipelukan dalam teks.					✓
ya mencari fakta kesimpulan saya dari paragraf belumnya dan menebak apa yang akan terjadi pada paragraf rikutnya.					✓
ya bisa menemukan cara untuk mengatasi masalah ketika saya enemukan kata-kata yang sulit.				✓	
ya akan berusaha untuk berkonsentrasi ketika saya embaca bahkan ketika ada banyak gangguan di sekitar saya.			✓		
ya bisa memfokuskan kembali konsentrasi saya saat embaca teks dan soal-soal dalam tugas yang saya baca alaupun saya menemukan hal yang sulit.		✓			
ya menggaris bawahi kalimat dan kata-kata yang sulit dan encoba memahaminya.				✓	
ya melewatkan kata-kata atau kalimat yang tidak saya engerti.				✓	
ya menerjemahkan kalimat demi kalimat sambil membaca.			✓		
ya fokus pada satu tujuan spesifik pada suatu waktu. Sebagai ntoh, pertama-tama saya memusatkan perhatian pada gagasan um teks. Selanjutnya, saya membaca kata kunci atau makna limat yang tersirat.		✓			
ya terus membaca bahkan saya mengalami kesulitan dan us-menerus memeriksa pemahaman saya tentang teks.		✓			
ya mengatur kecepatan membaca saya sesuai dengan waktu n panjang teks yang diberikan.			✓		
ya bisa menggunakan strategi membaca untuk membantu ya memahami teks dengan lebih baik.		✓			
ya mencari jawaban untuk pertanyaan soal-soal dalam tugas.		✓			

aya bisa memikirkan cara untuk menyelesaikan masalah embaca saya, meskipun itu sangat sulit.				✓	
aya mempertimbangkan apakah saya memahami awal dan khir teks dengan benar.		✓			
aya dapat memilih strategi membaca yang tepat untuk enyelesaikan masalah membaca langsung saya.			✓		
aya menguji strategi atau cara jika mereka tidak bisa embantu saya dalam menyelesaikan tugas pemahaman acaan.		✓			

Pernyataan berikut memberi tahu apa yang Anda lakukan untuk membantu meningkatkan nda setelah Anda membacanya.

embaca teks [illegible]ktif.

Contents	1	2	3	4	5
a menyadari bahwa perhatian utama saya adalah datang gan pemahaman yang lebih baik dengan menyelesaikan as.					✓
a memeriksa untuk melihat apakah strategi membaca saya manfaat untuk pemahaman teks.			✓		
a senang berdiskusi dengan teman-teman sekelas saya untuk n-poin [illegible] dan bertukar pengalaman membaca untuk ndapatkan [illegible] membaca yang lebih efektif untuk ncapai tujuannya.				✓	
a menggunakan tantangan bacaan saya sendiri untuk nilai seberapa baik saya membaca.			✓		
a merujuk pada tujuan membaca untuk mengevaluasi jika a mencapainya.			✓		
a menetapkan tujuan membaca yang lebih tinggi seperti level ahaman untuk yang berikutnya berdasarkan apa saya yang ng berhasil saat ini dan apa yang saya pikir harus saya ahankan atau ubah			✓		
a dapat menggunakan karakteristik pembaca yang baik agai kriteria untuk mengevaluasi bacaan saya sendiri.				✓	
a menghabiskan waktu untuk memotivasi diri saya untuk ngkatkan bacaan meskipun saya menemukan bahwa saya akukan pemahaman yang buruk.				✓	
a menghabiskan waktu untuk merefleksi pemahaman an saya.		✓			
a mengingat dan merangkum strategi membaca untuk hat apa yang mungkin saya simpan atau ubah untuk buat perbaikan pada bacaan saya di lain waktu.		✓			

SSMENT OF STUDENTS' METACOGNITIVE STRATEGY QUESTIONNAIRE (MSQ)

FOR READING

anda Ramaka .E Class : X.IPA

Instruksi :

Di bawah ini adalah beberapa pernyataan tentang membaca. Ketika Anda membaca teks, pikirkan tentang hal-hal apa yang Anda lakukan ***sebelum***, ***selama***, dan ***setelah*** membaca. Luangkan waktu untuk memeriksa setiap item dengan hati-hati dan centang respons dengan mencentang (✓) pada nomor (**1,2,3,4,5**) dalam tabel berdasarkan pernyataan itu yang sesuai menggambarkan Anda.

Keterangan:

- 1 artinya **"saya tidak pernah atau hampir tidak pernah melakukan ini"**
- 2 artinya **"saya melakukan ini hanya sesekali." (kurang dari 50%)**
- 3 artinya **"saya terkadang melakukan ini." (Sekitar 50%)**
- 4 artinya **"saya biasanya melakukan ini" (lebih dari 50%)**
- 5 artinya **"saya selalu atau hampir melakukan ini"**

Pernyataan berikut memberi tahu apa yang Anda lakukan sebelum Anda membaca teks.

saya mulai membaca teks descriptive, ...

Contents	1	2	3	4	5
Saya mempertimbangkan keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang diberikan.			✓		
Saya meninjau kembali pengetahuan sebelumnya untuk mendapatkan ide umum.				✓	
Saya melihat pratinjau pertanyaan atau instruksi, sehingga saya bisa mengetahui apa yang harus dilakukan untuk menjawab pertanyaan.			✓		
Saya mencoba memprediksi isi teks dari membaca judul.					✓
Saya bisa membuat daftar strategi membaca yang mungkin akan saya gunakan.			✓		
Saya menilai teks terlebih dahulu dan berkonsentrasi pada apa yang akan saya baca.			✓		
Saya membaca soal pertanyaan sebelum membaca teks.	✓				
Saya membaca teks sebelum saya membaca soal pertanyaan .		✓			

Saya menentukan poin-poin utama yang akan saya perhatikan seperti judul dan sub-judul, kalimat topik, dan struktur teks.		✓			
Saya mengingat kembali kelemahan saya dalam pemahaman membaca dan mencoba memahami ketika membaca dimulai.					✓
Saya menemukan soal pertanyaan tugas di paragraf tertentu dari teks karena saya pikir itu lebih mudah.		✓			
Saya [illegible] sebelum membaca karena saya pikir itu membantu.				✓	

2. Pernyataan berikut memberi tahu apa yang Anda lakukan selama membaca teks.

Contents	1	2	3	4	5
Saya [illegible] kali membaca untuk ide-ide umum teks.		✓			
Saya memberi perhatian selektif pada informasi yang [illegible] diperlukan dalam teks.					✓
Saya [illegible] verifikasi kesimpulan saya dari paragraf sebelumnya dan menebak apa yang akan terjadi pada paragraf berikutnya.			✓		
Saya [illegible] menemukan cara untuk mengatasi masalah ketika saya menemukan kosa kata yang sulit.			✓		
Saya akan berusaha untuk berkonsentrasi ketika saya membaca bahkan ketika ada banyak gangguan di sekitar saya.		✓			
Saya bisa memfokuskan kembali konsentrasi saya saat membaca teks dan soal-soal dalam tugas yang saya baca walaupun saya menemukan hal yang sulit.		✓			
Saya [illegible] garis bawah kalimat dan kata-kata yang sulit dan mencoba memahaminya.					✓
Saya melewatkan kata-kata atau kalimat yang tidak saya mengerti.				✓	
Saya menerjemahkan kalimat demi kalimat sambil membaca.			✓		
Saya fokus pada satu tujuan spesifik pada suatu waktu. Sebagai contoh, pertama-tama saya memusatkan perhatian pada gagasan umum teks. Selanjutnya, saya membaca kata kunci atau makna kalimat yang tersirat.		✓			
Saya terus membaca bahkan saya mengalami kesulitan dan terus-menerus memeriksa pemahaman saya tentang teks.					✓
Saya mengatur kecepatan membaca saya sesuai dengan waktu dan panjang teks yang diberikan.				✓	
Saya bisa menggunakan strategi membaca untuk membantu saya memahami teks dengan lebih baik.	✓				
Saya mencari jawaban untuk pertanyaan soal-soal dalam tugas.			✓		

Saya bisa memikirkan cara untuk menyelesaikan masalah [illegible] saya walaupun itu sangat sulit.			✓		
Saya mempertimbangkan apakah saya memahami awal dan [illegible] teks dengan benar.					✓
Saya dapat memilih strategi membaca yang tepat untuk menyelesaikan masalah membaca langsung saya.			✓		
Saya mengubah strategi atau cara jika mereka tidak bisa [illegible] saya dalam menyelesaikan tugas pemahaman [illegible]			✓		

3. Pernyataan berikut memberi tahu apa yang Anda lakukan untuk membantu meningkatkan [illegible] setelah Anda membacanya.

[illegible] teks deskriptif...

Contents	1	2	3	4	5
Saya menyadari bahwa perhatian utama saya adalah datang [illegible] pemahaman yang lebih baik dengan menyelesaikan [illegible]			✓		
Saya memeriksa untuk melihat apakah strategi membaca saya [illegible] untuk pemahaman teks.		✓			
Saya senang berdiskusi dengan teman-teman sekelas saya untuk [illegible] sulit dan bertukar pengalaman membaca untuk [illegible] metode membaca yang lebih efektif untuk [illegible] tujuan saya.			✓		
Saya menggunakan rancangan bacaan saya sendiri untuk [illegible] seberapa baik saya membaca.				✓	
Saya menujuk pada tujuan membaca untuk mengevaluasi jika [illegible] mencapainya.			✓		
Saya menetapkan tujuan membaca yang lebih tinggi seperti level [illegible] untuk yang berikutnya berdasarkan apa saya yang [illegible] hasil saat ini dan apa yang saya pikir harus saya [illegible] atau ubah			✓		
Saya dapat menggunakan karakteristik pembaca yang baik [illegible] kriteria untuk mengevaluasi bacaan saya sendiri.			✓		
Saya menghabiskan waktu untuk memotivasi diri saya untuk [illegible] bacaan meskipun saya menemukan bahwa saya [illegible] pemahaman yang buruk.		✓			
Saya menghabiskan waktu untuk merefleksi pemahaman [illegible] saya.				✓	
Saya mengingat dan merangkum strategi membaca untuk [illegible] apa yang mungkin saya simpan atau ubah untuk [illegible] perbaikan pada bacaan saya di lain waktu.				✓	

SSMENT OF STUDENTS' METACOGNITIVE STRATEGY QUESTIONNAIRE (MSQ)

FOR READING

ADRAGA NUR VIRAINI Class : X IPA

Instruksi:

Di bawah ini adalah beberapa pernyataan tentang membaca. Ketika Anda membaca teks, pikirkan tentang hal-hal apa yang Anda lakukan ***sebelum***, ***selama***, dan ***setelah*** membaca. Luangkan waktu untuk memeriksa setiap item dengan hati-hati dan centang respons dengan mencentang (✓) pada nomor (**1,2,3,4,5**) dalam tabel berdasarkan pernyataan itu yang sesuai dengan Anda.

Keterangan:

- 1 artinya **"saya tidak pernah atau hampir tidak pernah melakukan ini"**
- 2 artinya **"saya melakukan ini hanya sesekali." (kurang dari 50%)**
- 3 artinya **"saya terkadang melakukan ini." (Sekitar 50%)**
- 4 artinya **"saya biasanya melakukan ini" (lebih dari 50%)**
- 5 artinya **"saya selalu atau hampir melakukan ini"**

Pernyataan berikut memberi tahu apa yang Anda lakukan sebelum Anda membaca teks.

Saya suka membaca teks descriptive, ...

Contents	1	2	3	4	5
Saya mempertimbangkan keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang dihadapi.			✓		
Saya mengingat kembali pengetahuan sebelumnya untuk mendapatkan ide umum.		✓			
Saya melihat pratinjau pertanyaan atau instruksi, sehingga saya memahami apa yang harus dilakukan untuk menjawab pertanyaan.				✓	
Saya mencoba memprediksi isi teks dari membaca judul.					✓
Saya bisa membuat daftar strategi membaca yang mungkin akan digunakan.		✓			
Saya memindai teks terlebih dahulu dan berkonsentrasi pada apa yang akan saya baca.				✓	
Saya membaca soal pertanyaan sebelum membaca teks.			✓		
Saya membaca teks sebelum saya membaca soal pertanyaan .					✓

Saya menentukan poin-poin utama yang akan saya perhatikan seperti judul dan sub-judul, kalimat topik, dan struktur teks.			✓		
Saya mengingat kembali kelemahan saya dalam pemahaman membaca dan mencoba memahami ketika membaca dimulai.				✓	
Saya menemukan soal pertanyaan tugas di paragraf tertentu dari teks karena saya pikir itu lebih mudah.			✓		
Saya [illegible] sebelum membaca karena saya pikir itu membantu.		✓			

[illegible] 2: [illegible] memberi tahu apa yang Anda lakukan selama membaca teks.

[illegible] teks deskriptif...

Contents	1	2	3	4	5
Saya [illegible] kali membaca untuk ide-ide umum teks.					✓
Saya memberi perhatian selektif pada informasi yang [illegible] diperlukan dalam teks.					✓
Saya [illegible] verifikasi kesimpulan saya dari paragraf sebelumnya dan menebak apa yang akan terjadi pada paragraf berikutnya.				✓	
Saya [illegible] menemukan cara untuk mengatasi masalah ketika saya menemukan kosa kata yang sulit.					✓
Saya akan berusaha untuk berkonsentrasi ketika saya membaca bahkan ketika ada banyak gangguan di sekitar saya.	✓				
Saya bisa memfokuskan kembali konsentrasi saya saat membaca teks dan soal-soal dalam tugas yang saya baca meskipun saya menemukan hal yang sulit.		✓			
Saya menggaris bawahi kalimat dan kata-kata yang sulit dan mencoba memahamanya.				✓	
Saya melewatkan kata-kata atau kalimat yang tidak saya mengerti.		✓			
Saya menerjemahkan kalimat demi kalimat sambil membaca.				✓	
Saya fokus pada satu tujuan spesifik pada suatu waktu. Sebagai [illegible], pertama-tama saya memusatkan perhatian pada gagasan [illegible] teks. Selanjutnya, saya membaca kata kunci atau makna [illegible] yang tersirat.				✓	
Saya terus membaca bahkan saya mengalami kesulitan dan [illegible] terus memeriksa pemahaman saya tentang teks.		✓			
Saya mengatur kecepatan membaca saya sesuai dengan waktu dan panjang teks yang diberikan.		✓			
Saya bisa menggunakan strategi membaca untuk membantu saya memahami teks dengan lebih baik.		✓			
Saya mencari jawaban untuk pertanyaan soal-soal dalam tugas.				✓	

Saya bisa memikirkan cara untuk menyelesaikan masalah membaca saya walaupun itu sangat sulit.	✓				
Saya mempertimbangkan apakah saya memahami awal dan teks dengan benar.				✓	
Saya dapat memilih strategi membaca yang tepat untuk menyelesaikan masalah membaca langsung saya.					✓
Saya mengubah strategi atau cara jika mereka tidak bisa membantu saya dalam menyelesaikan tugas pemahaman bacaan.					✓

...pernyataan berikut memberi tahu apa yang Anda lakukan untuk membantu meningkatkan ...Anda setelah Anda membacanya.

...membaca teks deskriptif...

Contents	1	2	3	4	5
Saya menyadari bahwa perhatian utama saya adalah datang ...pemahaman yang lebih baik dengan menyelesaikan ...gas.		✓			
Saya memeriksa untuk melihat apakah strategi membaca saya ...faat untuk pemahaman teks.					✓
Saya senang berdiskusi dengan teman-teman sekelas saya untuk ...poin sulit dan bertukar pengalaman membaca untuk ...dapatkan metode membaca yang lebih efektif untuk ...cai tujuan saya.					✓
Saya menggunakan rancangan bacaan saya sendiri untuk ...seberapa baik saya membaca.			✓		
Saya merujuk pada tujuan membaca untuk mengevaluasi jika saya mencapainya.		✓			
Saya menetapkan tujuan membaca yang lebih tinggi seperti level pemahaman untuk yang berikutnya berdasarkan apa saya yang paling berhasil saat ini dan apa yang saya pikir harus saya pertahankan atau di ubah		✓			
Saya dapat menggunakan karakteristik pembaca yang baik sebagai kriteria untuk mengevaluasi bacaan saya sendiri.		✓			
Saya menghabiskan waktu untuk memotivasi diri saya untuk meningkatkan bacaan meskipun saya menemukan bahwa saya melakukan pemahaman yang buruk.				✓	
Saya menghabiskan waktu untuk merefleksi pemahaman bacaan saya.					✓
Saya mengingat dan merangkum strategi membaca untuk melihat apa yang mungkin saya simpan atau ubah untuk membuat perbaikan pada bacaan saya di lain waktu.	✓				

SMENT OF STUDENTS' METACOGNITIVE STRATEGY QUESTIONNAIRE (MSQ)

FOR READING

Class : X. IPA

Instruksi:

Di bawah ini adalah beberapa pernyataan tentang membaca. Ketika Anda membaca teks, pikirkan tentang hal-hal apa yang Anda lakukan ***sebelum***, ***selama***, dan ***setelah*** membaca. Luangkan waktu untuk memeriksa setiap item dengan hati-hati dan centang respons dengan mencocokkan nomor (**1,2,3,4,5**) dalam tabel berdasarkan pernyataan itu yang sesuai menggambarkan anda.

Keterangan:

1 artinya "**saya tidak pernah atau hampir tidak pernah melakukan ini**"

2 artinya "**saya melakukan ini hanya sesekali.**" **(kurang dari 50%)**

3 artinya "**saya terkadang melakukan ini.**" **(Sekitar 50%)**

4 artinya "**saya biasanya melakukan ini**" **(lebih dari 50%)**

5 artinya "**saya selalu atau hampir melakukan ini**"

Pernyataan berikut memberi tahu apa yang Anda lakukan sebelum Anda membaca teks.

Saya mulai membaca teks descriptive, ...

Contents	1	2	3	4	5
Saya membandingkan keberhasilan sebelumnya dengan tugas yang sama dan mengidentifikasi tujuan dari tugas yang diberikan.			✓		
Saya meninjau kembali pengetahuan sebelumnya untuk mendapatkan ide umum.					✓
Saya melihat/pratinjau pertanyaan atau instruksi, sehingga saya saya mengerti apa yang harus dilakukan untuk menjawab pertanyaan.				✓	
Saya mencoba memprediksi isi teks dari membaca judul.			✓		
Saya bisa membuat daftar strategi membaca yang mungkin akan saya gunakan.		✓			
Saya memindai teks terlebih dahulu dan berkonsentrasi pada apa yang akan saya baca.					✓
Saya membaca soal pertanyaan sebelum membaca teks.	✓				
Saya membaca teks sebelum saya membaca soal pertanyaan .					✓

Saya menentukan poin-poin utama yang akan saya [illegible] seperti judul dan sub-judul, kalimat topik, dan [illegible]		✓			
Saya [illegible] ingat kembali kelemahan saya dalam pemahaman membaca dan mencoba memahami ketika membaca dimulai.					✓
[illegible] [illegible]kan soal pertanyaan tugas di paragraf tertentu dari [illegible] karena saya pikir itu lebih mudah.			✓		
[illegible] [illegible]ana sebelum membaca karena saya pikir itu [illegible]			✓		

[illegible] berikut memberi tahu apa yang Anda lakukan selama membaca teks.

[illegible] deskriptif...

Contents	1	2	3	4	5
[illegible] pertama kali membaca untuk ide-ide umum teks.					✓
[illegible] memberi perhatian selektif pada informasi yang [illegible] dan diperlukan dalam teks.					✓
[illegible] verifikasi kesimpulan saya dari paragraf [illegible]nya dan menebak apa yang akan terjadi pada paragraf [illegible].				✓	
[illegible] menemukan cara untuk mengatasi masalah ketika saya [illegible] kosa kata yang sulit.					✓
[illegible] berusaha untuk berkonsentrasi ketika saya membaca bahkan ketika ada banyak gangguan di sekitar saya.	✓				
[illegible] memfokuskan kembali konsentrasi saya saat membaca teks dan soal-soal dalam tugas yang saya baca [illegible] saya menemukan hal yang sulit.		✓			
[illegible] garis bawahi kalimat dan kata-kata yang sulit dan [illegible] memahaminya.				✓	
[illegible]watkan kata-kata atau kalimat yang tidak saya [illegible].		✓			
[illegible]an kalimat demi kalimat sambil membaca.		✓			
[illegible]kus pada satu tujuan spesifik pada suatu waktu. Sebagai [illegible] pertama-tama saya memusatkan perhatian pada gagasan [illegible] teks. Selanjutnya, saya membaca kata kunci atau makna [illegible] yang tersirat.		✓			
[illegible] membaca bahkan saya mengalami kesulitan dan [illegible]nerus memeriksa pemahaman saya tentang teks.				✓	
[illegible]engatur kecepatan membaca saya sesuai dengan waktu [illegible] jang teks yang diberikan.					✓
[illegible] menggunakan strategi membaca untuk membantu [illegible]mahami teks dengan lebih baik.				✓	
[illegible]encari jawaban untuk pertanyaan soal-soal dalam tugas.		✓			

Saya bisa memikirkan cara untuk menyelesaikan masalah membaca saya meskipun itu sangat sulit.		✓			
Saya memperhitungkan apakah saya memahami awal dan akhir teks dengan benar.				✓	
Saya dapat memilih strategi membaca yang tepat untuk menyelesaikan masalah membaca langsung saya.		✓			
Saya mengubah strategi atau cara jika mereka tidak bisa membantu saya dalam menyelesaikan tugas pemahaman bacaan.					

Pernyataan berikut memberi tahu apa yang Anda lakukan untuk membantu meningkatkan Anda setelah Anda membacanya.

membaca teks deskriptif.

Contents	1	2	3	4	5
Saya menyadari bahwa perhatian utama saya adalah datang dengan pemahaman yang lebih baik dengan menyelesaikan tugas.			✓		
Saya memeriksa untuk melihat apakah strategi membaca saya bermanfaat untuk pemahaman teks.					✓
Saya senang berdiskusi dengan teman-teman sekelas saya untuk poin-poin dan bertukar pengalaman membaca untuk mendapatkan mode membaca yang lebih efektif untuk mencapai tujuan saya.			✓		
Saya menggunakan rancangan bacaan saya sendiri untuk menilai seberapa baik saya membaca.				✓	
Saya merujuk pada tujuan membaca untuk mengevaluasi jika saya mencapainya.				✓	
Saya menerapkan tujuan membaca yang lebih tinggi seperti level pemahaman untuk yang berikutnya berdasarkan apa saya yang yang berhasil saat ini dan apa yang saya pikir harus saya pertahankan atau diubah					✓
Saya dapat menggunakan karakteristik pembaca yang baik sebagai kriteria untuk mengevaluasi bacaan saya sendiri.		✓			
Saya menghabiskan waktu untuk memotivasi diri saya untuk meningkatkan bacaan meskipun saya menemukan bahwa saya melakukan pemahaman yang buruk.		✓			
Saya menghabiskan waktu untuk merefleksi pemahaman bacaan saya.	✓				
Saya mengingat dan merangkum strategi membaca untuk ingat apa yang mungkin saya simpan atau ubah untuk membuat perbaikan pada bacaan saya di lain waktu.					✓

6A

TEST OF READING COMPREHENSION IN DESCRIPTIVE TEXT

Name : Nasyah Ibrahim

Class : X.1B5

Instruksi :

- **Tuliskan nama dan kelas Anda di lembar jawaban**
- **Beri tanda silang (X) untuk jawaban yang Anda pilih**
- **Pertanyaan ini terdiri dari 25 pertanyaan**
- **Pertanyaan ini pilihan ganda**
- **Pertanyaan ini digunakan untuk mengetahui pemahaman membaca siswa**
- **Pilih satu jawaban yang Anda anggap benar berdasarkan pertanyaan**

B = 16

Read the following text to answer questions number 1 to 5.

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist hotels and cheap hotels are concentrated along this street or in the adjoining tourist area such as Sudirman Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of its traditional life and despite the advance of modernity; it still emanates the spirit of Javanese ment, which has been the hallmark of Yogya's art for centuries. This vast complex of buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the main ideof the text?
   - A. Local craftsmen excel in arts such batiks
   - B. It stretches from Mount Merapi to the Indian Ocean
   - C. Yogyakarta is one of the foremost cultural centers of Java

D. Yogyakarta is a very lively city and a shopper's delight
E. Yogyakarta is commonly considered as the modern cultural.

2. We know from the second paragraph that ....
A. Plane is the most convenient access to reach Yogyakarta
B. Many local tourists prefer staying in Sosrowijayan Street
C. Sosrowijayan is also known as shopping and culinary delight
D. There are many convenient stores in the streets of Yogyakarta
E. Malioboro Street is a crowded mainroad which is alive 24 hours

3. split of **refinement**, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
A. Settlement
B. Development
C. Improvement
D. Involvement
E. Engagement

4. It is a very lively city and a shopper's delight ..." (paragraph 2) The underlined word refers to...
A. Central Java
B. Jakarta
C. Madura
D. Bali
E. Yogyakarta

5. Which of the following can be inferred from the passage?
A. The cultural and history of Yogyakarta
B. Yogyakarta located in Java
C. The key attraction of Yogyakarta is 'Kraton'
D. The main road, Malioboro Street, is always crowded
E. Yogyakarta still has traditional 'Becak' (rickshaw-style) transport.

the following text to answer questions number 6 to 10.

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi Celebes, are known by the name of Toraja, which has come to mean "those who live stream" or "those who live in the mountains". Their name is in fact derived from the word a, which in Sanskrit means "king". The society is hierarchically structured: the noblemen called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines ich rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roors constructed by the Toraja gave rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

6. What is the main idea of the text?
   A. Tongkonan Design.
   B. The different roofs of Toraja Houses
   C. The interpretation towards the different design of the roof.
   D. The significance of Toraja house roof.
   E. Design houses of the Toraja is ingenious interpretations.

7. Which part of Tongkonan represent human's world?
   A. The roof.
   B. The middle of the building.
   C. The space under the floor.
   D. The inside of the house.
   E. The outside of the house.

8. "The highly distinctive roofs constructed by the Toraja have given to various **ingenious** interpretations." The underlined word is closest in meaning to ...
   A. Smart
   B. Specialist
   C. Diligent
   D. Skill
   E. Talented

9. "... and even today **they** bulid modern..." (paragraph 3)
   The underlined word refers to...
   A. Raja
   B. Rengnge
   C. Society
   D. Toraja people
   E. Mountain regions

10. Which of the following can be inferred from the passage?
    A. The ethnic group of Toraja.
    B. Traditional House of Toraja.
    C. Word Toraja.
    D. The ordinary people os Makaka.
    E. Design House of the Toraja is ingenious interpretations

ad the following text to answer questions number 11 to 15.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends tween two continents, Asia and Australia. It also lies between two oceans the Samudera onesia and the Pacific Ocean. Indonesia's 13,667 islands stretch 5,120 kilometres from to west and 1,770 kilometres from north to truth. The five main islands are Sumatera, , Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is ated land and a part is mountainous, with 15 of the mountains are I still volcanically e. One of history's greatest volcanic eruptions, which killed thousands of people, rred in 1883 on the island of Krakatau, which lies between Java and Sumatera. Indonesia ne of the most populous countries in the world. Its total population is 160 million. More n 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 ferent languages, but most of them understand the national language, Bahasa Indonesia. e Indonesian government's campaign to popularize Bahasa Indonesia at present can be n , through signs in public places and various which say 'Use good Bahasa Indonesia rectly'. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, bolizes the unity of the people in spite of their ethnic and cultural origins.

11. What is the main idea of the text ....
    A. The islands in the world
    B. The location of Indonesia
    C. The continents of Asia and Australia
    D. The Samudera Indonesia and Pacific Ocean
    E. The Indonesian population

12. Based on the text, The Indonesia Archipelago consists of .... islands.
    A. 1.904.345
    B. 13.667
    C. 5.120

D. 1.770
E. 500

13. "...**occurred** in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with ....

A. Erupted
B. Was done
C. Happened
D. Took part
E. Built

14. "It extends between two continents, ..." (paragraph 1) The word 'It' refers to ....

A. The largest groups of islands
B. The Indonesian Archipelago
C. The islands in the world
D. The Samudera Indonesia
E. The Indonesian government's

15. Which of the following can be inferred from the passage?

A. Indonesia's motto offices Bhinneka tunggal Ika
B. Indonesia is an archipelago that has a large population
C. More than 60% of the population live on the island of Java.
D. Indonesia located between Asia and Australia
E. Sumatra is one of the islands in Indonesia

Read the following text to answer questions number 16 to 20.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world. Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris

16. The Main idea tells about ...

A. The origin of the word Paris
B. About the Paris is the Capital of a European nations, France.
C. The location of Notre Dame
D. A village built a thousand years ago
E. An island in the middle of the Seine River

17. From the text we know that Notre Dame is located ....

A. Near left Louvre
B. On the left bank
C. On the right bank
D. Outside the city of Paris
E. In the middle of the Seine River

18. " which was **built** in the sixteenth century ..." (see paragraph 2) The underlined word has similar meaning with ....

A. Constructed
B. Destroyed
C. Appeared
D. Approached
E. Approved

19. **It** is where Notre Dame located, ..." (the last paragraoh) The word 'It' refers to...

A. The Seine River
B. The Eifell Tower
C. The Sarbone
D. Museum The Louvre
E. lie de la Cite Island

20. It can be inferred from the passage that ....?

A. Paris is named after a group of people called the Parisii
B. Sorbonne, a famous university in the Paris
C. the most famous landmark in this city must be the Eiffel Tower.
D. Museum the Louvre as well the cathedral of Notre Dame
E. Paris is the most beautiful and most famous city in the world.

Read the following text to answer questions number 21 to 25.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right to Orchard Road. Orchard is always crowded so you have to be careful in order not to get

21. What is the Main ideas tell about..?
A. Singapore
B. Orchard Plantation
C. Plaza and Mall
D. Orchard road as business and entertainment center
E. Shopping Center

22. In the third paragraph the writer describes about?
A. The location of Orchard Road
B. The things that we can see at orchard road
C. The direction to get to Orchard Road
D. The history of Orchard Road
E. The distance of Orchard Road

23. The word "**satisfy**" in line eighth has the closet meaning with?
A. Pleased
B. Free
C. Frighten
D. Threat
E. Loved

24. "...it turned into a shopping center in Singapore" Words it in the first paragraph refers to?

A. The plantation
B. Luxury branded things
C. Orchard Road
D. Singapore
E. Suburban street

25. Which of the following can be inferred from the passage?

A. Shopping centers such as mall and Plaza was built in 1974.
B. The shopping area which is nearly 800,000 square
C. Many ways that can be accessed to get to Orchard road
D. Orchard road is now a very crowded shopping center
E. The luxury branded things to the Popular branded,

72

TEST OF READING COMPREHENSION IN DESCRIPTIVE TEXT

Name : Bang Sakar Maysaskati Class : XIPS

B=18

Instruksi :

- **Tuliskan nama dan kelas Anda di lembar jawaban**
- **Beri tanda silang (X) untuk jawaban yang Anda pilih**
- **Pertanyaan ini terdiri dari 25 pertanyaan**
- **Pertanyaan ini pilihan ganda**
- **Pertanyaan ini digunakan untuk mengetahui pemahaman membaca siswa**
- **Pilih satu jawaban yang Anda anggap benar berdasarkan pertanyaan**

Read the following text to answer questions number 1 to 5.

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Mataram empire of Mataram from which present day Yogyakarta has the best inherited of culture. The city itself has a special charm, which seldom fails to captivate the visitor. Classical and contemporary Javanese dances, leather puppet, theater and other forms of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such as batiks, silver and leather works. Next to the traditional, contemporary art has found a place in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist hotels and cheap hotels are concentrated along this street or in the adjoining tourist area such as Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity, it still emanates the spirit of Yogyakarta, which has been the hallmark of Yogya's art for centuries. This vast complex of buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the main ideof the text?
   A. Local craftsmen excel in arts such batiks
   B. It stretches from Mount Merapi to the Indian Ocean
   C. Yogyakarta is one of the foremost cultural centers of Java

D. Yogyakarta is a very lively city and a shopper's delight
E. Yogyakarta is commonly considered as the modern cultural.

We know from the second paragraph that ....
A. Plaza is the most convenient access to reach Yogyakarta
B. Many local tourists prefer staying in Sosrowijayan Street
C. Sosrowijayan is also known as shopping and culinary delight
D. There are many convenient stores in the streets of Yogyakarta
E. Malioboro Street is a crowded mainroad which is alive 24 hours

3. ... **refinement**, which has been the hallmark of Yogya's art for centuries. (Paragraph 3) The underlined word is closest in meaning ....
A. Settlement
B. Development
C. Improvement
D. Involvement
E. Engagement

4. "... a very lively city and a shopper's delight ..." (paragraph 2) The underlined word refers to...
A. Central Java
B. Jakarta
C. Madura
D. Bali
E. Yogyakarta

5. Which of the following can be inferred from the passage?
A. The culture and history of Yogyakarta
B. Yogyakarta located in Java
C. The key attraction of Yogyakarta is 'Kraton'
D. The main road, Malioboro Street, is always crowded
E. Yogyakarta still has traditional 'Becak' (rickshaw-style) transport.

Read the following text to answer questions number 6 to 10.

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Tora which in Sanskrit means "king". The society is hierarchically structured: the noblemen called rengetze, the ordinary people to makaka, and the slaves to kaunan; birth determines the rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three the upper world (the roof), the world of humans (the middle of the building), and the world (the space under the floor). The highly distinctive roors constructed by the Toraja various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built concrete) houses with such roofs.

What is the main idea of the text?

A. Tongkonan Design.
B. The different roofs of Toraja Houses
C. The interpretation towards the different design of the roof.
D. The significance of Toraja house roof.
E. Design houses of the Toraja is ingenious interpretations.

Which part of Tongkonan represent human's world?

A. The roof.
B. The middle of the building
C. The space under the floor.
D. The inside of the house.
E. The outside of the house.

"The highly distinctive roofs constructed by the Toraja have given to various **ingenious** interpretations." The underlined word is closest in meaning to ...

A. Smart
B. Specialist
C. Diligent
D. Skilled
E. Talented

"... and even today **they** bulid modern..." (paragraph 3)
The underlined word refers to...

A. Raja
B. Rengnge
C. Society
D. Toraja people
E. Mountain regions

10. Which of the following can be inferred from the passage?
A. The ethnic group of Toraja.
B. Traditional House of Toraja.
C. Word Toraja.
D. The ordinary people os Makaka.
E. Design House of the Toraja is ingenious interpretations

Read the following text to answer questions number 11 to 15.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean. Indonesia's 13,667 islands stretch 5,120 kilometres from the west and 1,770 kilometres from north to truth. The five main islands are Sumatera, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is mainland and a part is mountainous, with 15 of the mountains are I still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera. Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian Government's campaign to popularize Bahasa Indonesia at present can be seen through signs in public places and various which say 'Use good Bahasa Indonesia'. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, emphasizes the unity of the people in spite of their ethnic and cultural origins.

11. What is the main idea of the text ....
A. The islands in the world
B. The location of Indonesia
C. The continents of Asia and Australia
D. The Samudera Indonesia and Pacific Ocean
E. The Indonesian population

12. Based on the text, The Indonesia Archipelago consists of .... islands.
A. 1.904.345
B. 13.667
C. 5.120

E. 90

14. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with ....

A. happened
B. happened
C. happened
D. took part
E. happened

15. "... extends between two continents, ..." (paragraph 1) The word 'It' refers to ....

A. The largest groups of islands
B. The Indonesian Archipelago
C. The islands in the world
D. The Samudera Indonesia
E. The Indonesian government's

16. Which of the following can be inferred from the passage?

A. Indonesia's motto offices Bhinneka tunggal Ika
B. Indonesia is an archipelago that has a large population
C. More than 60% of the population live on the island of Java.
D. Indonesia located between Asia and Australia
E. Sumatra is one of the islands in Indonesia

Read the following text to answer questions number 16 to 20.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world. Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.There are many other famous places in Paris, such as the famous musuum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris

16. The Main idea tells about ...
   A. The origin of the word Paris
   B. About the Paris is the Capital of a European nations, France.
   C. The location of Notre Dame
   D. A village built a thousand years ago
   E. An island in the middle of the Seine River

17. From the text we know that Notre Dame is located ....
   A. Near left Louvre
   B. On the left bank
   C. On the right bank
   D. Outside the city of Paris
   E. In the middle of the Seine River

18. "... which was **built** in the sixteenth century ..." (see paragraph 2) The underlined word has similar meaning with ....
   A. Constructed
   B. Destroyed
   C. Appeared
   D. Approached
   E. Approved

19. "**It** is where Notre Dame located, ..." (the last paragraoh) The word 'It' refers to...
   A. The Seine River
   B. The Eifell Tower
   C. The Sarbone
   D. Museum The Louvre
   E. lie de la Cite Island

20. It can be inferred from the passage that ....?
   A. Paris is named after a group of people called the Parisii
   B. Sorbonne, a famous university in the Paris
   C. the most famous landmark in this city must be the Eiffel Tower.
   D. Museum the Louvre as well the cathedral of Notre Dame
   E. Paris is the most beautiful and most famous city in the world.

Following text to answer questions number 21 to 25.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are very beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. 1960 and 1970 entertainment industries began to enter this road. Shopping malls such as Mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a row of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meter provides a wide range of Things, food, and entertainment. In this area there are options that can satisfy visitors from all walks of life starting from the luxury branded to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, or drive your own car. For those who are driving to Orchard Road can be entered from Napier Road. Vehicles from Dunearn Road can turn to left at the second to the Marriott Hotel junction. Vehicles that come from Paterson can turn right Orchard Road. Orchard is always crowded so you have to be careful in order not to get

21. What the Main ideas tell about..?
A. Singapore
B. Orchard Plantation
C. Plaza and Mall
D. Orchard road as business and entertainment center
E. Shopping Center

22. In the third paragraph the writer describes about?
A. The location of Orchard Road
B. The things that we can see at orchard road
C. The direction to get to Orchard Road
D. The history of Orchard Road
E. The distance of Orchard Road

23. The word "**satisfy**" in line eighth has the closet meaning with?
A. Pleased
B. Free
C. Frighten
D. Threat
E. Loved

24. "...Rounded into a shopping center in Singapore" Words it in the first paragraph refers to?
A. The habitation
B. Luxury branded things
C. Orchard Road
D. Singapore
E. Suburban street

25. Which of the following can be inferred from the passage?
A. Shopping centers such as mall and Plaza was built in 1974.
B. The shopping area which is nearly 800,000 square
C. Many ways that can be accessed to get to Orchard road
D. Orchard road is now a very crowded shopping center
E. The luxury branded things to the Popular branded,

72

TEST OF READING COMPREHENSION IN DESCRIPTIVE TEXT

Name : amanda permata . E Class : X · IPA

B = 18

- Instruksi :
  - Tuliskan nama dan kelas Anda di lembar jawaban
  - Beri tanda silang (X) untuk jawaban yang Anda pilih
  - Pertanyaan ini terdiri dari 25 pertanyaan
  - Pertanyaan ini pilihan ganda
  - Pertanyaan ini digunakan untuk mengetahui pemahaman membaca siswa
  - Pilih satu jawaban yang Anda anggap benar berdasarkan pertanyaan

Read the following text to answer questions number 1 to 5.

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of tradition. The city itself has a special charm, which seldom fails to captivate the visitor. Amazing classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found a fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist inns and cheap hotels are concentrated along this street or in the adjoining tourist area such as Sosrodjayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity, it still emanates the spirit of Javanement, which has been the hallmark of Yogya's art for centuries. This vast complex of Javanese buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the main ideof the text?
   A. Local craftsmen excel in arts such batiks
   B. It stretches from Mount Merapi to the Indian Ocean
   C. Yogyakarta is one of the foremost cultural centers of Java

D. Yogyakarta is a very lively city and a shopper's delight
E. Yogyakarta is commonly considered as the modern cultural.

2. We know from the second paragraph that ....
A. Plane is the most convenient access to reach Yogyakarta
B. Many local tourists prefer staying in Sosrowijayan Street
C. Sosrowijayan is also known as shopping and culinary delight
D. There are many convenient stores in the streets of Yogyakarta
E. Malioboro Street is a crowded mainroad which is alive 24 hours

3. "... spirit of **entrepreneurship**, which has been the hallmark of Yogya's art for centuries" Paragraph 1. The underlined word is closest in meaning ....
A. Settlement
B. Development
C. Improvement
D. Involvement
E. Engagement

4. "... is a very lively city and a shopper's delight ..." (paragraph 2)
The underlined word refers to...
A. Central Java
B. Jakarta
C. Madura
D. Bali
E. Yogyakarta

5. Which of the following can be inferred from the passage?
A. The cultural and history of Yogyakarta
B. Yogyakarta located in Java
C. The key attraction of Yogyakarta is 'Kraton'
D. The main road, Malioboro Street, is always crowded
E. Yogyakarta still has traditional 'Becak' (rickshaw-style) transport.

Read the following text to answer questions number 6 to 10.

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Tobes) are known by the name of Toraja, which has come to mean "those who live beam" or "those who live in the mountains". Their name is in fact derived from the word which in Sanskrit means "king". The society is hierarchically structured: the noblemen called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roors constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with concrete) houses with such roofs.

What is the main idea of the text?

A. Tongkonan Design.
B. The different roofs of Toraja Houses
C. The interpretation towards the different design of the roof.
D. The significance of Toraja house roof.
E. Design houses of the Toraja is ingenious interpretations.

Which part of Tongkonan represent human's world?

A. The roof.
B. The middle of the building.
C. The space under the floor.
D. The inside of the house.
E. The outside of the house.

"the highly distinctive roofs constructed by the Toraja have given to various **ingenious** interpretations." The underlined word is closest in meaning to ...

A. Smart
B. Specialist
C. Diligent
D. Skill
E. Talented

"...and even today **they** bulid modern..." (paragraph 3)
The underlined word refers to...

A. Raja
B. Rengnge
C. Society
D. Toraja people
E. Mountain regions

10. Which of the following can be inferred from the passage?

A. The ethnic group of Toraja.
B. Traditional House of Toraja.
C. World Toraja.
D. The ordinary people os Makaka.
E. Design House of the Toraja is ingenious interpretations

Read the following text to answer questions number 11 to 15.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean. Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to truth. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are I still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera. Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen around signs in public places and various which say 'Use good Bahasa Indonesia correctly'. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, emphasizes the unity of the people in spite of their ethnic and cultural origins.

11. What's the main idea of the text ....

A. The islands in the world
B. The location of Indonesia
C. The continents of Asia and Australia
D. The Samudera Indonesia and Pacific Ocean
E. The Indonesian population

12. Based on the text, The Indonesia Archipelago consists of .... islands.

A. 1.904.345
B. 13.667
C. 5.120

D. 1.770
E. 500

13. " **occurred** in the 1883 on the island of Krakatau ... " (see paragraph 3) The underlined word has similar meaning with ....

A. Erupted
B. Was done
C. Happened
D. Took part
E. Built

14. " ... extends between two continents, ... " (paragraph 1) The word 'It' refers to ....

A. The largest groups of islands
B. The Indonesian Archipelago
C. The islands in the world
D. The Samudera Indonesia
E. The Indonesian government's

15. Which of the following can be inferred from the passage?

A. Indonesia's motto offices Bhinneka tunggal Ika
B. Indonesia is an archipelago that has a large population
C. More than 60% of the population live on the island of Java.
D. Indonesia located between Asia and Australia
E. Sumatra is one of the islands in Indonesia

Read the following text to answer questions number 16 to 20.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world. Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

8. The Main idea tells about ..
   A. The origin of the word Paris
   B. About the Paris is the Capital of a European nations, France.
   C. The location of Notre Dame
   D. A village built a thousand years ago
   E. An island in the middle of the Seine River

9. From the text we know that Notre Dame is located ....
   A. Near left Louvre
   B. On the left bank
   C. On the right bank
   D. Outside the city of Paris
   E. In the middle of the Seine River

10. "... which was **built** in the sixteenth century ..." (see paragraph 2) The underlined word has similar meaning with ....
   A. Constructed
   B. Destroyed
   C. Appeared
   D. Approached
   E. Approved

11. "It is where Notre Dame located, ..." (the last paragraoh) The word 'It' refers to...
   A. The Seine River
   B. The Eiffell Tower
   C. The Sorbone
   D. Museum The Louvre
   E. lie de la Cite Island

12. It can be infered from the passage that ....?
   A. Paris is named after a group of people called the Parisii
   B. Sorbonne, famous university in the Paris
   C. The most famous landmark in this city must be the Eiffel Tower.
   D. Museum the Louvre as well the cathedral of Notre Dame
   E. Paris is the most beautiful and most famous city in the world.

Read the following text to answer questions number 21 to 25.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as Mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a series of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right to Orchard Road. Orchard is always crowded so you have to be careful in order not to get

21. What is the Main ideas tell about..?
A. Singapore
B. Orchard Plantation
C. Plaza and Mall
D. Orchard road as business and entertainment center
E. Shopping Center

22. In the third paragraph the writer describes about?
A. The location of Orchard Road
B. The things that we can see at orchard road
C. The direction to get to Orchard Road
D. The history of Orchard Road
E. The distance of Orchard Road

23. The word "**satisfy**" in line eighth has the closet meaning with?
A. Pleased
B. Free
C. Frighten
D. Threat
E. Loved

24. "...turned into a shopping center in Singapore" Words it in the first paragraph refers to?
A. The plantation
B. Luxury branded things
C. Orchard Road
D. Singapore
E. Suburban street

25. Which of the following can be inferred from the passage?
A. Shopping centers such as mall and Plaza was built in 1974.
B. The shopping area which is nearly 800,000 square
C. Many ways that can be accessed to get to Orchard road
D. Orchard road is now a very crowded shopping center
E. The luxury branded things to the Popular branded,

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TEST OF READING COMPREHENSION IN DESCRIPTIVE TEXT

Name : ANORAGA NUR VIRAINI Class : X . IPA

- **Instruksi**
  - **Tuliskan nama dan kelas Anda di lembar jawaban**
  - **Beri tanda silang (X) untuk jawaban yang Anda pilih**
  - **Pertanyaan ini terdiri dari 25 pertanyaan**
  - **Pertanyaan ini pilihan ganda**
  - **Pertanyaan ini digunakan untuk mengetahui pemahaman membaca siswa**
  - **Pilih satu jawaban yang Anda anggap benar berdasarkan pertanyaan**

B=19

Read the following text to answer questions number 1 to 5.

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Losroodjaya Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity, it still emanates the spirit of Sinenggent, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

1. What is the main ideof the text?
   A. Local craftsmen excel in arts such batiks
   B. It stretches from Mount Merapi to the Indian Ocean
   C. Yogyakarta is one of the foremost cultural centers of Java

D. Yogyakarta is a very lively city and a shopper's delight
E. Yogyakarta is commonly considered as the modern cultural.

2. We know from the second paragraph that ....
A. Plane is the most convenient access to reach Yogyakarta
B. Many local tourists prefer staying in Sosrowijayan Street
C. Sosrowijayan is also known as shopping and culinary delight
D. There are many convenient stores in the streets of Yogyakarta
E. Malioboro Street is a crowded mainroad which is alive 24 hours

3. " ... **refinement**, which has been the hallmark of Yogya's art for centuries." (paragraph 3) The underlined word is closest in meaning ....
A. Settlement
B. Development
C. Improvement
D. Involvement
E. Engagement

4. "... is a very lively city and a shopper's delight ..." (paragraph 2)
The underlined word refers to...
A. Central Java
B. Jakarta
C. Madura
D. Bali
E. Yogyakarta

5. Which of the following can be inferred from the passage?
A. The cultural and history of Yogyakarta
B. Yogyakarta located in Java
C. The key attraction of Yogyakarta is 'Kraton'
D. The main road, Malioboro Street, is always crowded
E. Yogyakarta still has traditional 'Becak' (rickshaw-style) transport.

Read the following text to answer questions number 6 to 10.

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roors constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

6. What is the main idea of the text?
   A. Tongkonan Design.
   B. The different roofs of Toraja Houses
   C. The interpretation towards the different design of the roof.
   D. The significance of Toraja house roof.
   E. Design houses of the Toraja is ingenious interpretations.

7. Which part of Tongkonan represent human's world?
   A. The roof.
   B. The middle of the building.
   C. The space under the floor.
   D. The inside of the house.
   E. The outside of the house.

8. "the highly distinctive roofs constructed by the Toraja have given to various **ingenious** interpretations." The underlined word is closest in meaning to ...
   A. smart
   B. specialist
   C. diligent
   D. skill
   E. talented

9. "... and even today **they** bulid modern..." (paragraph 3)
   The underlined word refers to...
   A. Raja
   B. Rengnge
   C. Society
   D. Toraja people
   E. Mountain regions

10. Which of the following can be inferred from the passage?

A. The ethnic group of Toraja.
B. Traditional House of Toraja.
C. Wood Toraja.
D. The ordinary people os Makaka.
E. Design House of the Toraja is ingenious interpretations

Read the following text to answer questions number 11 to 15.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean. Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to truth. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are I still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera. Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen , through signs in public places and various which say 'Use good Bahasa Indonesia correctly'. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

11. What is the main idea of the text ....

A. The islands in the world
B. The location of Indonesia
C. The continents of Asia and Australia
D. The Samudera Indonesia and Pacific Ocean
E. The Indonesian population

12. Based on the text, The Indonesia Archipelago consists of .... islands.

A. 1.904.345
B. 13.667
C. 5.120

D. 1.770
E. 500

13. **occurred** in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with ....

A. Erupted
B. Was done
C. Happened
D. Took part
E. Built

14. "**It** extends between two continents, ..." (paragraph 1) The word 'It' refers to ....

A. The largest groups of islands
B. The Indonesian Archipelago
C. The islands in the world
D. The Samudera Indonesia
E. The Indonesian government's

15. Which of the following can be inferred from the passage?

A. Indonesia's motto offices Bhinneka tunggal Ika
B. Indonesia is an archipelago that has a large population
C. More than 60% of the population live on the island of Java.
D. Indonesia located between Asia and Australia
E. Sumatra is one of the islands in Indonesia

Read the following text to answer questions number 16 to 20.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and famous cities in the world. Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

16. The Main idea tells about ...
A. The origin of the word Paris
B. About the Paris is the Capital of a European nations, France.
C. The location of Notre Dame
D. A village built a thousand years ago
E. An island in the middle of the Seine River

17. From the text we know that Notre Dame is located ....
A. Near lea Louvre
B. On the left bank
C. On the right bank
D. Outside the city of Paris
E. In the middle of the Seine River

18. "... which was **built** in the sixteenth century ..." (see paragraph 2) The underlined word has similar meaning with ....
A. Constructed
B. Destroyed
C. Appeared
D. Approached
E. Approved

19. "It is where Notre Dame located, ..." (the last paragraoh) The word 'It' refers to...
A. The Seine River
B. The Eifeli Tower
C. The Sarbone
D. Museum The Louvre
E. lie de la Cite Island

20. ... can be inferred from the passage that ....?
A. Paris is named after a group of people called the Parisii
B. Sorbonne, a famous university in the Paris
C. the most famous landmark in this city must be the Eiffel Tower.
D. Museum the Louvre as well the cathedral of Notre Dame
E. Paris is the most beautiful and most famous city in the world.

Read the following text to answer questions number 21 to 25.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as Mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right into Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

21. What is the Main ideas tell about..?
    A. Singapore
    B. Orchard Plantation
    C. Plaza and Mall
    D. Orchard road as business and entertainment center
    E. Shopping Center

22. In the third paragraph the writer describes about?
    A. The location of Orchard Road
    B. The things that we can see at orchard road
    C. The direction to get to Orchard Road
    D. The history of Orchard Road
    E. The distance of Orchard Road

23. The word "**satisfy**" in line eighth has the closet meaning with?
    A. Pleased
    B. Free
    C. Frighten
    D. Threat
    E. Loved

24. It turned into a shopping center in Singapore" Words it in the first paragraph refers to?

A. The plantation
B. Luxury branded things
C. Orchard Road
D. Singapore
E. Suburban street

25. Which of the following can be inferred from the passage?

A. Shopping centers such as mall and Plaza was built in 1974.
B. The shopping area which is nearly 800,000 square
C. Many ways that can be accessed to get to Orchard road
D. Orchard road is now a very crowded shopping center
E. The luxury branded things to the Popular branded,

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TEST OF READING COMPREHENSION IN DESCRIPTIVE TEXT

Name : Amelia Surya Putri Class : X. 1PA

B=19

Instruksi :

- Tuliskan nama dan kelas Anda di lembar jawaban
- Beri tanda silang (X) untuk jawaban yang Anda pilih
- Pertanyaan ini terdiri dari 25 pertanyaan
- Pertanyaan ini pilihan ganda
- Pertanyaan ini digunakan untuk mengetahui pemahaman membaca siswa
- Pilih satu jawaban yang Anda anggap benar berdasarkan pertanyaan

Read the following text to answer questions number 1 to 5.

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Javanese, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist inns and cheap hotels are concentrated along this street or in the adjoining tourist area such as Sudirman Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity, it still emanates the spirit of Yogyakarta, which has been the hallmark of Yogya's art for centuries. This vast complex of interesting buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city which still has traditional 'Becak' (rickshaw-style) transport.

What is the main ideof the text?

A. Local craftsmen excel in arts such batiks
B. It stretches from Mount Merapi to the Indian Ocean
C. Yogyakarta is one of the foremost cultural centers of Java

D. Yogyakarta is a very lively city and a shopper's delight
E. Yogyakarta is commonly considered as the modern cultural.

We know from the second paragraph that ....
A. Plane is the most convenient access to reach Yogyakarta
B. Many local tourists prefer staying in Sosrowijayan Street
C. Sosrowijayan is also known as shopping and culinary delight
D. There are many convenient stores in the streets of Yogyakarta
E. Malioboro Street is a crowded mainroad which is alive 24 hours

... spirit of **refinement**, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
A. Settlement
B. Development
C. Improvement
D. Involvement
E. Engagement

"...**It** is a very lively city and a shopper's delight ..." (paragraph 2)
The underlined word refers to...
A. Central Java
B. Jakarta
C. Madura
D. Bali
E. Yogyakarta

Which of the following can be inferred from the passage?

A. The cultural and history of Yogyakarta
B. Yogyakarta located in Java
C. The key attraction of Yogyakarta is 'Kraton'
D. The main road, Malioboro Street, is always crowded
E. Yogyakarta still has traditional 'Becak' (rickshaw-style) transport.

Read the following text to answer questions number 6 to 10.

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roors constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built in Toraja) houses with such roofs.

What is the main idea of the text?

A. Tongkonan Design.
B. The different roofs of Toraja Houses
C. The interpretation towards the different design of the roof.
D. The significance of Toraja house roof.
E. Design houses of the Toraja is ingenious interpretations.

Which part of Tongkonan represent human's world?

A. The roof.
B. The middle of the building.
C. The space under the floor.
D. The inside of the house.
E. The outside of the house.

8. "The highly distinctive roofs constructed by the Toraja have given to various **ingenious** interpretations." The underlined word is closest in meaning to ...

A. Smart
B. Specialist
C. Diligent
D. Skilled
E. Talented

9. "... and even today **they** bulid modern..." (paragraph 3)
The underlined word refers to...

A. Raja
B. Rennnge
C. Society
D. Toraja people
E. Mountain regions

10. Which of the following can be inferred from the passage?
A. The ethnic group of Toraja.
B. Traditional House of Toraja.
C. Word Toraja.
D. The ordinary people os Makaka.
E. Design House of the Toraja is ingenious interpretations

Read the following text to answer questions number 11 to 15.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean. Indonesia's 13,667 islands stretch 5,120 kilometres from west and 1,770 kilometres from north to truth. The five main islands are Sumatera, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is land and a part is mountainous, with 15 of the mountains are I still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera. Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen through signs in public places and various which say 'Use good Bahasa Indonesia correctly'. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

11. What is the main idea of the text ....
A. The islands in the world
B. The location of Indonesia
C. The continents of Asia and Australia
D. The Samudera Indonesia and Pacific Ocean
E. The Indonesian population

12. Based on the text, The Indonesia Archipelago consists of .... islands.
A. 1.904.345
B. 13.667
C. 5.120

D. 1.770
E. 500

12. "**occurred** in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with ....

A. Interrupted
B. Was done
C. Happened
D. Took part
E. Built

13. "It extends between two continents, ..." (paragraph 1) The word 'It' refers to ....

A. The largest groups of islands
B. The Indonesian Archipelago
C. The islands in the world
D. The Samudera Indonesia
E. The Indonesian government's

14. Which of the following can be inferred from the passage?

A. Indonesia's motto offices Bhinneka tunggal Ika
B. Indonesia is an archipelago that has a large population
C. More than 60% of the population live on the island of Java.
D. Indonesia located between Asia and Australia
E. Sumatra is one of the islands in Indonesia

Read the following text to answer questions number 16 to 20.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world. Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

The Main idea tells about ...

A. The origin of the word Paris
B. About the Paris is the Capital of a European nations, France.
C. The location of Notre Dame
D. A village built a thousand years ago
E. An island in the middle of the Seine River

From the text we know that Notre Dame is located ....

A. Near left Louvre
B. On the left bank
C. On the right bank
D. Outside the city of Paris
E. In the middle of the Seine River

... which was **built** in the sixteenth century ..." (see paragraph 2) The underlined word has similar meaning with ....

A. Constructed
B. Destroyed
C. Appeared
D. Approached
E. Approved

... **It** is where Notre Dame located, ..." (the last paragraoh) The word 'It' refers to...

A. The Seine River
B. The Eifell Tower
C. The Sarbone
D. Museum The Louvre
E. Ile de la Cite Island

It can be inferred from the passage that ...?

A. Paris is named after a group of people called the Parisii
B. Sorbonne, a famous university in the Paris
C. the most famous landmark in this city must be the Eiffel Tower.
D. Museum the Louvre as well the cathedral of Notre Dame
E. Paris, the most beautiful and most famous city in the world.

Read the following text to answer questions number 21 to 25.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded through the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

21. What is the Main ideas tell about..?
A. Singapore
B. Orchard Plantation
C. Plaza and Mall
D. Orchard Road as business and entertainment center
E. Shopping Center

22. In the third paragraph the writer describes about?
A. The location of Orchard Road
B. The things that we can see at orchard road
C. The direction to get to Orchard Road
D. The history of Orchard Road
E. The distance of Orchard Road

23. The word "satisfy" in line eighth has the closet meaning with?
A. Pleased
B. Free
C. Frighten
D. Threat
E. Loved

24. "...It turned into a shopping center in Singapore" Words it in the first paragraph refers to?
A. The plantation
B. Luxury branded things
C. Orchard Road
D. Singapore
E. Suburban street

25. Which of the following can be inferred from the passage?
A. Shopping centers such as mall and Plaza was built in 1974.
B. The shopping area which is nearly 800,000 square
C. Many ways that can be accessed to get to Orchard road
D. Orchard road is now a very crowded shopping center
E. The luxury branded things to the Popular branded,

APPENDIX 12

Documentation.

DOCUMENTATION

BIBLIOGRAPHY

Puji Anugrah Andini was born on June 24th 1997 in Pekanbaru, Riau. She is the second daugther of Mr. Zainal Arifin and Mrs. Marta Yurnida. She has one brother, his name Harry Angriawan. She also has twin brother, his name Puja Anugrah Andika, and she has one young sister and little brother. Their name is Dian Gita Cahyani and M.Reyhan Pasha Arifin. She finished study at State Elementary School 040 Pekanbaru and continue her school to State Junior High School 1 Rengat Barat, the she finished her study at State Senior High School 1 Ampek Nagari on 2015. She entered UIN SUSKA RIAU in the same year and she took English Education Department as her major.